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ABSTRACT

A project was conducted by the city of Bloomington, Indiana, to help displaced homemakers cope with stress, learn to manage their lives, become more assertive, and gain job search skills. Aimed at a three-county area, the project assessed the job market, developed counseling techniques, developed interest and aptitude assessment instruments, determined clients' needs for employment counseling, and developed a career exploration course. Employment counseling was provided to 106 women, while 33 completed the career exploration course. In addition, the project's job developer contacted 91 new employers and maintained relationships with the 106 employers contacted during a previous year of the project. A course in job seeking was offered to 23 persons. Through this course and the individual counseling, 90 clients found employment; 77 of these found a job while working with the job developer. Thirty-seven clients were enrolled in training/education programs, and 68 women participated in life management workshops. Finally, support groups were established for those who wished to attend, and counseling was provided to 190 persons. As a result of the project, information and resource material was developed and distributed to displaced homemakers, and training packets and a service directory were developed and made available to professionals in the area. (Appendixes, amounting to more than half of the document, contain the forms used in the project, workshop materials, promotional materials, and a list of project products.) (KC)

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Directory of Services for Displaced Homemakers:
Monroe County

I. INFORMATION SHEET/PROJECT POPULATION

Project population

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students		
secondary		
postsecondary	* <u>27</u>	<u>29</u>
adult	* <u>15</u>	
school personnel		
secondary	<u>12</u>	
postsecondary	<u>32</u>	<u>5</u>
adult	<u>7</u>	<u>2</u>
other		
teacher educators		
employers	<u>275</u>	<u>205</u>
employees	<u>85</u>	
other: <u>Social Service</u>	<u>129</u>	<u>9</u>
Providers		
special needs		
* disadvantaged	<u>85</u>	<u>3</u>
* handicapped	<u>9</u>	<u>1</u>
* migrant		
* minority	<u>6</u>	
* limited English proficiency	<u>3</u>	
other: <u>Displaced Homemakers</u>	<u>252</u>	<u>7</u>

* Refers to enrolled clients only.

II. OBJECTIVES

The objectives of the Tri-County Displaced Homemakers Project were as follows:

Objective 1. All displaced homemakers enrolled in the project will have developed a clearly defined employment goal and a plan outlining the steps necessary to achieve that goal.

Objective 2. All displaced homemakers enrolled in the project will have identified potential employers in the area in line with their employment goal and strategies for approaching these employers; developed a resume and have demonstrated their ability to effectively present themselves in an interview. In addition, they will have demonstrated their ability to identify appropriate and inappropriate behaviors in an employment situation.

Objective 3. Fifty per cent of the displaced homemakers enrolled in the project in need of vocational training as determined by the project staff's assessment of their particular employment goal and present skills will enter an appropriate vocational training program.

Objective 4. Participants will demonstrate increased knowledge of life management skills and be able to utilize this knowledge in solving their own practical problems of everyday living.

Objective 5. Displaced homemakers will develop skills for coping with emotional problems they are facing and will demonstrate an increase in self-confidence.

Objective 6. All displaced homemakers who contact the project will receive appropriate information and referral; accurate information will be available to displaced homemakers in the three county area.

Objective 7. Professionals in Monroe, Owen, and Lawrence counties will receive information which promotes sensitivity to and understanding of the problems specific to displaced homemakers to insure appropriate and responsive service provision.

Objective 8. An ongoing communication and referral network among professionals in each of the counties served will be developed to insure appropriate referrals, adequate service provision, and development of new services when necessary to meet the needs of displaced homemakers.

III. PROBLEM/PURPOSE

The Tri-County Displaced Homemakers Project was designed to meet the educational, vocational, and personal needs of displaced homemakers in Monroe, Owen and Lawrence counties in south central Indiana. The major goal of the project was to create an environment in that area in which displaced homemakers would be able to access appropriate needed services and where those services would foster economic independence and personal growth. In addition, it was intended to develop materials which would enable the state vocational education system to be more responsive to the needs of displaced homemakers.

The problems of displaced homemakers are numerous. According to Cynthia Marano of the National Displaced Homemakers Network, the most pressing need of displaced homemakers is an economic one. They often lack the skills needed to enter the labor market and in many cases lack formal education. They often do not have up-to-date information about the job market. Displaced homemakers frequently are burdened by personal and family problems. They may not have the self-confidence necessary to return to school to receive needed education and training. Statistics have shown that the number of displaced homemakers, already large, is expected to grow as divorce rates climb and as older women become an increasingly large segment of society, with three out of four wives becoming widows who can expect at least ten years of widowhood (Alfred Lewis and Barrie Berns, *Three Out of Four Wives*, 1975).

In rural Monroe, Owen and Lawrence counties the problems of displaced homemakers are exacerbated because outreach to the target population is more difficult in a rural area than an urban one, because social and physical isolation are acute, and because local existing services are often inappropriate and unresponsive to the needs of this group in general. Help for displaced homemakers is not readily available through traditional federal aid programs. Information gathered by the Human Resources Department of the City of Bloomington indicated that none of the ongoing employment, educational, assistance, or welfare programs were geared to meet the specific needs of displaced homemakers in Monroe, Owen and Lawrence counties. Many professionals were not sensitive to the special needs of this population. In addition, displaced homemakers were often unable to take advantage of even those services that were available. Many of them had not needed these services in the past; therefore, they were unaware of existing services and did not know how to access them effectively.

The Displaced Homemakers Network Program Policy Statement listed the following services needed to meet the unique needs of displaced homemakers: outreach, intake/orientation, personal counseling, assessment and testing, career/educational counseling, life skill development, skills training, pre-employment preparation, supportive services, referrals, job development/placement. The Human Resources Department intended to design a program to address all of these needs.

In summary, the purpose of the Displaced Homemakers Project: Monroe, Owen and Lawrence, was to focus on breaking barriers to employment by impacting on four major areas: the need for awareness among professionals of the problems specific to displaced homemakers and the need for networking among professionals to alleviate those problems; the need to reach the target population; the need by displaced homemakers for vocational counseling, assessment, testing, training and employment; and the need by displaced homemakers to resolve personal and emotional problems which are barriers to training and employment as well as to successful day-to-day life management.

IV. STRATEGIES/PROCEDURES

Objective 1.

A. Project staff maintained contact with the Indiana Employment Security Division offices in Monroe and Lawrence counties, with the Occupational Development Centers in the three counties, and with the Chambers of Commerce covering the area. These sources provided information regarding major employers, areas of employment opportunity, and the employment processes used in each county.

B. In order to assist clients in identifying their vocational interest and aptitudes, the project staff continued the use of assessment tools and instruments that were identified during the first year. The project contracted with Training and Educational Data Services (TEDS) in Indianapolis to provide a computerized service to assess the client's interests and help the client focus on those aspects of the work environment (type of work, life style, salary, training needed) that are important in making a career decision. Information on job requirements, employment outlook, vocational training, and financial aid sources were all available from TEDS. In addition to TEDS, the project utilized the American College Testing Career Planning Program (ACT) which assesses both interests and abilities, and "The Self-Directed Search" by John L. Holland, an interest inventory.

C. During the intake/assessment interview and utilizing the materials described above in B., as needed, each participant's needs for employment counseling were determined. On the basis of this information, clients were referred to the project's career exploration course and/or to individual counseling by the project staff.

D. During the first year of the project, the Monroe County Community School Corporation was contracted to develop a career exploration course for displaced homemakers. Distribution of this curricula continued by request.

E. The 20-hour Career Exploration Course was offered twice during the project's second year. The course assisted participants in identifying personal values, skills and interests; surveying career options; developing short and long term goals; and developing a personal decision-making model which could be utilized in considering employment changes.

F. On the basis of initial assessment and progress in the course, individual employment counseling was provided. Participants were referred to other agencies offering career counseling such as the Occupational Development Center and the Indiana University Career Center when appropriate.

Objective 2.

A. The project continued to utilize selected materials related to job seeking and job retention.

B. The Job Seeking and Job Retention Course was offered twice during the project's second year. The course enabled participants to research employment opportunities, develop strategies for the job search,

prepare resumes and job applications, and practice interviewing. The participants, through activities in the course, increased their understanding of relationships in the world of work and were better able to identify and manage the multiple roles they play (parent, employee, sibling, etc.). They also learned those behaviors expected of a good employee. Guest speakers from local businesses were invited to address the class and provide information about interviewing and what employers look for in a prospective employee. Speakers included representatives from Westinghouse Corporation, Employment Security, and the Community Mental Health Center. In one class, the participants were videotaped during a practice interview with one of the guest speakers and then at a later class viewed the videotape and critiqued the interview. This was very effective and participants found that part of the class especially useful.

C. Individual counseling sessions regarding job seeking skills and strategies supplemented the course. In many cases, resumes which were begun in class were completed and reviewed on an individual basis. The Job Developer met with participants to inform them of existing job openings. (see D below)

D. The Job Developer established contact with employers, including industries, retail stores, and social service agencies in the three-county area. Personal visits proved effective in establishing a working relationship with many members of the business community. All new employers who came into the area were approached (e.g. Duffs). Companies undergoing expansion were also targeted (e.g. PTS Electronics). Developing contacts among the personnel managers at Indiana University and establishing a close working partnership with the Indiana Employment Security Division were very productive. Project staff attended meetings of the South Central Indiana Personnel Association which provided another avenue for making potential employers aware of the displaced homemaker. The Job Developer gave presentations at appropriate functions (e.g. Central Business Association) to promote the project and encourage a working relationship. Networking was widely used and featured prominently in identifying job openings. Employment counseling by the Job Developer with each project client was based on the client's career goal and focused on establishing job search action steps. Strategies for finding employment and specific job referrals were made on a continuing basis.

E. Support groups were established to provide an opportunity to exchange information and ideas during the job search process. (A further description of support groups can be found under Objective 5,C). One support group, which was led by a volunteer from the community, focused exclusively on practicing job seeking skills and networking with others in the group. In addition, the project organized four workshops on job seeking, two in Bedford (Lawrence County), and two in Spencer (Owen County). These are described under Objective 6, D.

A Job-A-Thon was sponsored jointly by the Bloomington Herald-Telephone and the Indiana University television station, WTIU. Displaced homemakers were encouraged to take advantage of the free ads for persons seeking employment that the newspaper ran in a special Sunday classified ad section. The following Saturday, unemployed people were given the opportunity to appear on television for three to five minutes to state their job needs, qualifications, background and experience. A number of displaced homemakers placed ads and appeared on television. Several received inquiries from prospective employers. The Project Director was inter-

viewed on television during the Job-A-Thon.

Project staff presented a job-seeking skills workshop for employees of a local industry that closed down to move their operations to another country. Information presented included how to look for jobs that are not advertised, how to complete applications and develop resumes, and how to interview effectively. Many of those laid-off employees were displaced homemakers.

The Project Director was asked to present a workshop for Girl Scout volunteers who wanted to enter the job market. The focus was on career development and job seeking skills.

Objective 3.

A. The project contacted Indiana University, Indiana Vocational Technical College (IVY Tech), and representatives of Adult Education programs offered through school corporations and ODC's in the three county area. Brochures from these institutions are maintained in a file for use in counseling clients. Representatives from the above institutions have served on the project's advisory council.

B. Project staff investigated and maintained information about sources of financial aid. The TEDS service also provides information regarding financial aid.

C. During individual counseling sessions, clients were referred to appropriate training providers and sources of financial aid. Clients needing remedial education to obtain a GED were referred to Adult Basic Education classes in their counties.

D. The progress of students enrolled was monitored while they were in training through telephone contact or individual counseling sessions. Staff attempted to assist with any problems they encountered, including the need for tutors.

Objective 4.

A. Participants were asked to complete a needs assessment form as part of the intake/application. This included a list of life management topics. The lists of "expressed need" were tallied, and staff attempted to fill these needs by providing appropriate programs. One question in the workshop evaluation form asked participants to indicate which additional workshops they would be interested in attending. These self-report techniques were felt to be more valuable than existing standardized testing instruments.

B. Workshops on various life management topics were presented by project staff and resource persons from the community who volunteered their time. The following workshops were presented: (flyers and agendas are included in the appendices).

New Beginnings - The project held an open house get-together for present and past clients. A committee of participants in the program organized the party and several community businesses donated food items and door prizes.

Assertiveness Training Workshop - A half-day workshop on this subject was offered. It focused on exploring the differences between assertive, passive, and aggressive behavior. Participants were given an opportunity to practice assertive techniques through role playing. The group interaction was very helpful and participants were encouraged to practice the new techniques on their own.

Legal Clinic/Family Law - An attorney from the Legal Services Organization who is also a member of the project's advisory council, discussed topics relating to family law (separation, divorce, child custody, support, etc.). Individual questions were also answered.

Loneliness Workshop - Three staff members from the South Central Community Mental Health Center facilitated a workshop on loneliness. The presentation included identifying "lonely" situations and ways of coping with loneliness.

Legal Clinic/Consumer Law - The attorney who presented the legal clinic on family law volunteered to offer a program on consumer law. Topics covered included equal credit opportunity; debt collection; consumer credit reports; repossession of property; and uses and limitations of warranties.

Stress Management Workshop - A member of the advisory council presented this workshop on stress. The causes of stress were discussed, and various techniques were proposed to alleviate stress. Participants tried out various techniques to promote relaxation. Project staff also presented this same workshop in Lawrence County.

Appearance and Grooming Workshop - The emphasis of this workshop was on personal grooming, especially relating to job interviewing and employment. Members of the local business community donated their time to present segments of the workshop. Consultants from Merle Norman Cosmetics discussed and demonstrated skin care and applying makeup. Three hair designers from a local salon, Frazier's Hair Concepts, talked about haircare and did a sample cut and styling with a participant. An Indiana University Home Economics instructor led a discussion on how to assemble and coordinate a wardrobe on a budget. The workshop ended with a panel discussion on appropriate dress for interviewing and the workforce. This was led by the Assistant Personnel Director of the South Central Community Mental Health Center and the Personnel Advisor from Cook, Inc., a local manufacturer.

C. Project staff provided individual counseling regarding life management skills when necessary. This very often included assisting participants in drawing up a household budget and in locating supportive services to enable participants to go to work or school. These services frequently included child care, and the project worked closely with the Child Care Assistance Program administered by the Human Resources Department.

Objective 5.

A. Each displaced homemaker met with project staff for an initial interview. At that time, the displaced homemaker's individual situation was discussed and need for counseling and psychological support ascertained.

B. Clients were seen individually on an as-needed basis for counseling. The Project Director was always available for crisis counseling if necessary. In order to increase outreach efforts in Owen and Lawrence counties, the Project Assistant spent one-half day per week in the field.

This time was scheduled on a regular basis and was used to meet with clients for counseling. It gave clients the opportunity to drop-in for assistance without always having an appointment. Project staff also made arrangements to meet other times with participants if this scheduled time was inconvenient. The Project Assistant utilized some of this time to meet with agencies and professionals who serve displaced homemakers. Participants were referred to mental health professionals and agencies providing support services when needed. During the fall semester, the Department of Counseling and Guidance at Indiana University provided the project with a graduate student one day per week. This student assisted in providing short-term counseling when needed.

C. Support groups were established and clients were informed at intake that they were available. Three groups met in Bloomington: a day group that met weekly; an evening group that met bi-weekly; and another evening group that focused exclusively on job seeking skills, networking, and offering support during the job search rather than on emotional and family issues. This group also met bi-weekly, and was led by a volunteer from the community. All groups met in the project office. In addition, a support group was established in Owen County and met weekly for six weeks.

Objective 6

A. The project collected and maintained information and materials of relevance for displaced homemakers in files at the project office. Books and periodicals were also purchased which were useful for clients. These included reference materials on job seeking, resume writing, career development, specific careers, life skills such as budgeting, time management, information on divorce and widowhood.

B. The publicity efforts on behalf of the project were varied since it was felt that using many methods would increase the chances of reaching the target population. The project brochures and posters were distributed in various locations in the three counties; a special effort was made to publicize the project in locations which were frequented by homemakers. A press release describing the project and its services was sent to ten newspapers and community newsletters. Thereafter, all project activities were announced to the press. Ads were run in the classified employment section announcing job seeking classes and workshops. Public service announcements were run periodically on the radio stations serving the tri-county area. Examples of articles are included in the appendix. The Project Director appeared on local television stations twice during the year to describe the project. Social service agencies in all three counties were notified of project services and received mailings announcing new activities. The Project Director spoke about the project at several meetings of professionals during the year.

C. Copies of all three service directories developed by the project were disseminated to clients of the project in order to furnish them with accurate information regarding available services. In addition, various agencies in the area received multiple copies of the directories in order to distribute them to interested displaced homemakers who might not be using the project's services.

D. As mentioned previously, project staff presented four workshops for displaced homemakers in Lawrence and Owen counties. The topics covered included strategies for finding unadvertised jobs; using the

telephone to establish contacts with employers; preparing effective resumes; filling out applications; and developing job interviewing skills. Along with these employment related subjects, the social services available in each county were reviewed and service directories were distributed. Participants at both the Owen County and Lawrence County workshops asked staff to arrange second group meetings. The meetings were held two weeks after the workshops. At those meetings, staff offered further assistance in resume writing. Job seeking ideas were exchanged.

Objective 7.

A. The in-service training package developed during the project's first year, entitled "Serving Displaced Homemakers: A Community Based Approach," continued to be distributed throughout the state to other programs and persons working with this population.

B. During the project's first year, the in-service training workshop was presented to professionals in all three counties. The Monroe County group requested that the group meet again in order to continue networking. The second meeting, (4/83) upon the advice of Advisory Council, focused around the issue of unemployment, specifically involving a discussion of what various agencies are doing to help the unemployed. Persons attending included representatives from agencies such as the Area ODC's, Indiana University, local school systems, Employment Security, the Community Action Program, and the Mental Health Center. Each representative provided a brief description of the services their agency offers. After this information sharing, the group voted to meet again in order to discuss community needs and explore gaps in service. At this meeting, three major gaps in the employment area were identified and sub-groups formed to concentrate on the specific issues. These needs included the lack of jobs club for unemployed people; the need for a support group for agency personnel dealing with the unemployed; and the need to communicate with the newly formed Private Industry Council. The group met once again in the fall, and reports/action steps were given by each sub-group. The plan for this group is to continue meeting on a quarterly basis, to facilitate networking and cooperation with the agencies.

Objective 8.

A. The Advisory Council continued to meet monthly. The Council includes representatives of social service agencies; educational institutions; the legal and business communities. The meetings were rotated between Monroe and Lawrence counties (the Owen County members opted not to host the meetings since facilities were difficult to locate). The Advisory Council members have not only assisted in planning, but have also assisted directly in project activities.

B. The Project Director served as a liaison with the Community Service Council in Bloomington. The project staff did not participate in the Social Service Council in Lawrence County as it no longer had regularly scheduled meetings. However, the Project Assistant became involved with the newly formed Social Service Council in Owen County. Attending those meetings allowed information sharing among professionals in the social service field and enabled project staff to make appropriate referrals to participants.

The Project Director provided technical assistance to the South Central Community Action Program staff in Brown County. This agency became involved with setting up a displaced homemakers project to serve Brown County residents more effectively. Assistance was given in developing and implementing program goals and objectives. The agency did receive a small grant for a one year program, and the two projects continue to work cooperatively in serving area displaced homemakers.

C. The service directory for Monroe County was updated. Each agency listed in the booklet received a proof sheet and was asked to make needed revisions before the directory was printed. The directories for Lawrence and Owen counties continued to be distributed. The directories included information on agencies serving children, providing low-cost or free clothing, providing counseling, educational programs, assistance in securing employment, providing financial assistance, health assistance, free food, low-cost housing, legal advice, transportation, support groups, and special programming for senior citizens.

Additional Activities: Networking

Staff of the three displaced homemaker projects administered by the State Board of Vocational and Technical Education continued to meet bi-monthly. This was extremely useful for exchanging program ideas and suggestions on how to better serve displaced homemakers.

In order to publicize the project and to learn more about other displaced homemaker projects throughout the region, the project staff attended the Regional Displaced Homemakers Network Conference in Chicago. This two day conference had workshops designed for service providers.

During August, project staff attended the Indiana Vocational Education Conference in Indianapolis. This was an excellent opportunity to gain useful information on changes/trends in vocational education programming.

Project staff attended the Women's Work Force Regional Meeting in Fort Wayne, Indiana. The first day of the conference focused on employment programs for women in the region and legislation that could effect such programs. The second day was devoted to fund-raising. A professional fund-raiser offered information on how to organize successful fund-raising events.

V. EVALUATION

The project assisted 252 displaced homemakers. One hundred ninety displaced homemakers were enrolled as clients (receiving multiple services). The first type of analysis undertaken then was to look at the characteristics of the enrolled clients. A breakdown of these characteristics follows:

Number of Clients enrolled - 190

1. <u>Status</u>	<u>#</u>	<u>%</u>
Displaced Homemakers	149	78.4%
Part-Time Worker	13	6.8%
Seeking Non-Traditional Work	7	3.7%
Single Head of Household	21	11.1%
	<u>190</u>	<u>100%</u>

2. Age of Clients at Time of Application

	<u>#</u>	<u>%</u>
18 - 20	5	2.6%
21 - 25	22	11.6%
26 - 30	38	20.0%
31 - 35	38	20.0%
36 - 40	16	8.4%
41 - 45	26	13.7%
46 - 50	17	9.0%
51 - 55	16	8.4%
56 - 60	9	4.7%
61 - 65	3	1.6%
	<u>190</u>	<u>100%</u>

Average Age - 37.0 years

3. <u>Marital Status</u>	<u>#</u>	<u>%</u>
Divorced	83	43.7%
Separated	47	24.7%
Married	33	17.4%
Widowed	15	7.9%
Single	12	6.3%
	<u>190</u>	<u>100%</u>

4. Employment Status at Time of Application

	<u>#</u>	<u>%</u>
Employed	54	28.4%
Not Employed	136	71.6%
	<u>190</u>	<u>100%</u>

5. Last Completed Grade in School

	<u>#</u>	<u>%</u>
Lower than 7th grade	1	0.5%
7th grade	2	1.0%
8th grade	2	1.0%
9th grade	6	3.2%
10th grade	20	10.6%
11th grade	9	4.7%
12th grade	101	53.2%
GED	9	4.7%
12th grade plus	37	19.5%
College graduate	3	1.6%
	<u>190</u>	<u>100%</u>

6. Earnings in Year Prior to Contacting Project

	<u>#</u>	<u>%</u>
0 - \$3,000	140	73.7%
\$3,000 - \$5,000	22	11.6%
\$5,000 - \$7,500	17	9.0%
\$7,500 - \$9,000	5	2.6%
\$9,000 - \$10,000	3	1.6%
\$10,000 - \$12,000	1	0.5%
\$12,000 - \$15,000	1	0.5%
\$15,000 - \$20,000	1	0.5%
	<u>190</u>	<u>100%</u>

7. Participants' Family Earnings in Year Prior to Contacting Project

	<u>#</u>	<u>%</u>
0 - \$3,000	69	36.3%
\$3,000 - \$5,000	13	10.0%
\$5,000 - \$7,500	28	14.7%
\$7,500 - \$9,000	9	4.7%
\$9,000 - \$10,000	8	4.2%
\$10,000 - \$12,000	8	4.2%
\$12,000 - \$15,000	11	5.8%
\$15,000 - \$20,000	9	4.8%
\$20,000 and up	21	11.1%
No Response	8	4.2%
	<u>190</u>	<u>100%</u>

8. Participants Receiving Assistance

	<u>#</u>	<u>%</u>
No Assistance	80	42.1%
Child Support	38	20.0%
Food Stamps	47	24.7%
AFDC	19	10.0%
Social Security	9	4.7%
Alimony	7	3.7%
CETA	4	2.1%
Other Aid	16	8.4%

9. Dependent Children

	<u>#</u>	<u>%</u>
0	58	30.5%
1	69	36.3%
2	48	25.3%
3	11	5.8%
4	4	2.1%
	<u>190</u>	<u>100%</u>

EVALUATION BY OBJECTIVES

Objective 1. - All displaced homemakers in the project will have developed a clearly defined employment goal and a plan outlining the steps necessary to achieve that goal.

A. Records of meetings with Employment Security Division, Occupational Development Centers, and Chambers of Commerce were kept at the project offices. Requests for information from clients were recorded and in general, the information files and the reference library in the office provided adequate information for clients to use. Client requests were, in fact, used as a guide to determine types of reference works to be purchased for the project library. The TEDS service was used extensively to provide additional occupational information.

B. The assessment tools that were reviewed and selected during the first year of the project continued to be used. These tools were selected based on the criteria of appropriateness for older individuals; effectiveness in allowing participants to identify and evaluate skills developed through homemaking, and volunteer work; comprehensiveness. A variety of methods of testing were used that met these criteria including TEDS computerized search, the ACT test, the SDS, and selected unstandardized assessment tools useful for identifying skills learned as a volunteer and as a homemaker. Forty-nine clients used the TEDS service; five were tested with the ACT test; and forty-three were tested through the SDS.

C. At intake, each client's need for employment counseling was assessed. This information was noted on each client's file, and records of employment counseling were kept. One hundred and six clients received employment counseling.

D. The career exploration course curricula developed by the Monroe County Community School Corporation in cooperation with the project continued to be distributed upon request. Sixty-five copies of the unit were distributed. Requests were received from adult education programs and vocational schools throughout the U.S. An article describing the unit was printed in the Vocational Education Services newsletter, which accounted for the requests from other states.

E. Thirty-three participants completed the Career Exploration Course. During the course, each participant used various assessment tools and was able to identify personal interests, abilities, and skills contributing to their employability. The instructor assisted the participants in establishing short and long term employment and training goals and objectives. Some participants were unable to set long term goals since they expressed the need to continue their career research after the class ended. However, each participant was taught a model to use in decision-making and goal setting. Participants were asked to evaluate the career exploration class and a summary of these responses follows:

CAREER EXPLORATION CLASS EVALUATION

1. How satisfied were you with this class?

1	2	3	4	5	6	7
very dissatisfied						very satisfied
		4.8%	4.8%	19.0%	47.6%	23.8%

2. What was the high point of the class for you?

ANSWERS INCLUDED: BECOMING AWARE OF OWN INTERESTS/APTITUDES AND OF RELATED CAREERS;
LEARNING THAT I'M HOLDING MYSELF BACK; SHARING PROBLEMS WITH OTHERS IN SIMILAR SITUATIONS.

3. If you were satisfied with the class, what made it worthwhile for you?

VARIETY OF ANSWERS, MOST ECHOING THOSE STATED ABOVE. ALSO MENTIONED WERE TEDS TEST,
HELP WITH LIFE COPING SKILLS, AND CONTACTS MADE IN CLASS.

4. What would you have liked more of?

SPECIFIC JOB INFORMATION; ASSERTIVENESS TRAINING; AND MORE TIME FOR PERSONALIZED
DISCUSSIONS.

5. What would you have liked less of?

FEW ANSWERED. LESS TIME ON COPING WITH INTERNAL BARRIERS WAS MENTIONED A FEW TIMES.

6. Please rank the following class topics in the order of importance to you.
(1-most important, 2-next important, etc.)

1 Who I am and where do I want
to go (early messages, identifying
values, etc.)

6 Coping skills:
Money management,
Time management,
Assertiveness

4 Steps in making a good
decision

3 Goal-setting
process

5 Internal barriers and the
emotions (fear, guilt, anger)

7 Standardized testing

2 Gathering information on
specific careers

7. Additional comments/suggestions/questions (feel free to use the back if you
run out of room) RESPONSES INCLUDED: MORE INFORMATION ON JOBS (INCLUDING THOSE
INVOLVING ELECTRONICS AND COMPUTERS) AND JOB HUNTING; MORE TESTING; MORE CONCISE
CLASSES; AND COMPLIMENTS FOR INSTRUCTOR AND FOR CLASS AS A WHOLE.

F. During employment counseling sessions, in meetings with the project's job developer, and as a result of the class, participants who were working on employment or career issues were encouraged to formulate a goal and outline the steps necessary to achieve that goal. Notations were made in client files regarding this, with progress toward the goal or changes in goal noted as well.

Objective 2. - All displaced homemakers enrolled in the project will have identified potential employers in the area in line with their employment goal and strategies for approaching these employers; developed a resume; and have demonstrated their ability to identify appropriate and inappropriate behaviors in an employment situation.

A. The project staff continued, for the most part, to use the JIST materials and supplemented these with additional material, to provide job-seeking information/strategies to participants. These materials were selected because of the appropriateness for use with displaced homemakers who have been out of the labor market for many years and the fact that the philosophy behind these materials was consistent with that of the program.

B. The curriculum for the Job-Seeking and Job Retention Class included participant goals such as identification of employment opportunities; matching opportunities with identified interests, skills and aptitudes; completing a resume and job application forms; and participating in at least one interview practice session. Participants developed strategies to resolve personal/practical problems in order to obtain employment and to incorporate behaviors expected of a good employee.

Twenty-three participants attended the job seeking classes. The goals outlined above were met for almost every class member. The classes were evaluated by the participants and the results were as follows:

JOB READINESS CLASS EVALUATION

1. How satisfied were you with the class?

1	2	3	4	5	620.0%	780.0%
					very	very
					dissatisfied	satisfied

2. What was the high point of the class for you? Interviewing information practice, outside speakers, information on resumes, talking about how to transfer volunteer skills to paid employment
3. If you were satisfied with the class, what made it worthwhile for you? Working in a group, being with others with similar problems
4. What would you have liked more of? more practice interviewing
5. What would you have liked less of? No response
6. Please rank the following class topics in the order of importance to you. (1 = most important, 2 = next important, etc.)
- | | |
|--|--------------------------------------|
| <u>4</u> Employer expectations | <u>1</u> Interviewing |
| <u>3</u> Where and how to look for a job | <u>2</u> Resume writing |
| <u>6</u> Filling out applications | <u>5</u> Cover and follow-up letters |
| <u>8</u> Phone contacts | <u>7</u> Job retention |
7. Additional comments/suggestions/questions (feel free to use the back if you run out of room.)

C. The Job Developer worked with 106 clients who were actively seeking employment. Records were kept on each employment referral that was made and 312 referrals were recorded. Of the 106 clients, 77 obtained employment by the end of the project year, representing a placement rate of 73% (72.7). In addition, 13 other clients obtained employment on their own after participating in job-seeking skills development through the project, for a total of 90 clients becoming employed. An analysis was performed of the 90 jobs to see how many were at the minimum wage level. Fifty-six (62.2%) of the jobs were above minimum wage, while 34 (37.8%) were minimum wage, "survival" type of jobs. Three months from the date of initial employment, each participant was contacted to determine if she was still employed and what was the status of the job. Ninety-two percent of the clients were still employed in the same position or were in a "better" position.

D. Many employers were contacted concerning hiring project participants. The Job Developer worked with 197 employers. Of this number, 91 were new contacts established during this project year. Employer cooperation was also evidenced by willingness to participate in project activities such as serving on the advisory council, speaking to project participants in classes or in workshops, giving information regarding their businesses, or inviting project staff to speak at meetings. Two-hundred and fifty-one employers were involved with the project.

E. The support group experience was evaluated by having participants complete written evaluation forms. Results of this evaluation are shown under Objective 5, C. The evaluation of the job-seeking workshops in Owen and Lawrence counties is summarized under Objective 6, D.

The Job-Seeking Skills Workshop presented to employees of the local industry that closed was not evaluated in a written form by participants. Thirteen people attended this workshop, and the comments from them indicated that most felt that the workshop provided good information and ideas. Many told project staff that it was encouraging just to know that people were concerned over what had happened.

Objective 3. - Fifty per cent of the displaced homemakers enrolled in the project in need of vocational training as determined by the project staff's assessment of their particular employment goal and present skills, will enter an appropriate vocational training program.

A. Records were maintained of information gathered through meetings with educational institutions and ODC staff. Requests for information were recorded on client forms. The extent to which our files contained information adequate to meet these requests was assessed. TEDS vocational/educational/scholarship files were utilized to supplement our own.

B. Financial aid files are maintained at the project office. TEDS files were used to supplement this. Requests regarding financial aid were noted in the client file.

C. Need or desire for vocational/remedial education was noted in client files as were referrals and enrollments.

D. Approximately one month after entering training, clients were asked to evaluate the program and their progress. This was done through

personal interviews, telephone contacts, or by sending evaluation forms by mail. Clients were also asked if they needed any assistance from the project at that time. These questionnaires were subjective evaluations and became part of the client's file.

Thirty seven participants enrolled in and/or completed education and training programs. Seventy-three clients were diagnosed as needing further training. Fifty-one percent actually entered some type of a training program.

Objective 4.- Participants will demonstrate increased knowledge of life management skills and be able to utilize this knowledge in solving their own practical problems of everyday living.

A. At intake, all clients were asked to fill out a needs assessment. The information gained from this is outlined below:

SERVICES REQUESTED BY PARTICIPANTS

	<u>#</u>	<u>%</u>
Childcare	25	13.2
Transportation	17	8.9
Legal Services (advice or information)	19	10.0
Financial Help	61	32.1
Health Care	19	10.0
Housing	29	15.2
Job Readiness Training	80	42.1
Job Referral and Placement	136	71.5
Job Training	81	42.6
Skills Assessment	59	31.1
Planning a Career	62	32.6
Continued Education	70	36.8
Budget, Credit Counseling	16	8.4
Personal Counseling	25	13.2
Coping with Stress	40	21.1
Assertiveness	30	15.8
Support Groups	38	20.0
Other	4	2.1

At the various workshops offered by the project, participants were asked to indicate on an evaluation form additional workshops they would like to see offered. A summary of the responses follows:

	<u>#</u>	<u>%</u>
Stress Management	21	36.8
Assertiveness	30	52.6
Non-Traditional Jobs	7	12.3
Time Management	9	15.8
Dealing with Loss	13	22.8
Grooming and Appearance	7	12.3
Single Parenting	14	24.6
Job Search Skills	16	28.1
Financial Management	22	38.6
Simple Auto Repairs	14	24.6
Simple Home Repairs	11	19.3

B. The various life management workshops were evaluated by participants attending that specific workshop. The effectiveness of each was determined from this information.

Assertiveness Training Workshop - Ten people attended this workshop and nine completed evaluation forms. The majority of respondents indicated that they expected to obtain skills in assertiveness and gain confidence and 89% felt that these expectations were met. The topics covered, length of time, and physical surroundings were all rated very highly. Comments indicated that participants felt that being with a group and having the opportunity to share feelings was very important. Many people stated that they would like to see additional meetings to work on this topic.

Legal Clinic/Family Law - Comments from the 6 participants attending this workshop were all very positive. The workshop was set up in a question and answer format, and the participants were able to ask questions of special concern to themselves. Many requested that a similar workshop be presented on consumer law. Such a workshop was organized and is described in this section.

Loneliness Workshop - Seven people attended this discussion on identifying and coping with loneliness. By their comments, most participants felt that the exercise on identifying their own most lonely period was helpful in gaining self-insight. Also mentioned was that it was reassuring to discover that other people had many of the same reactions as they had.

Legal Clinic/Consumer Law - Nine participants attended this workshop, which utilized a question and answer format. Most comments complimented the presenter on her knowledge of so many areas. The people who attended all seemed to feel that their expectations were met and they were pleased to have had the opportunity of asking their individual questions.

Stress Management Workshop - Fifteen people attended the workshops in Monroe and Lawrence counties, with 11 completing the written questionnaire. Analysis of ratings showed that there were no problems with the topics covered or length of time, but three people mentioned that the physical surroundings needed improvement. Nine people stated that their expectations were met, while two did not respond to this question. The most frequently mentioned activities that were seen as most valuable were the group discussions, exercises, and relaxation techniques. Again, the only suggestions on how to improve the workshop centered on more comfortable surroundings.

Appearance and Grooming Workshop - All 11 participants stated that they expected to learn how to improve their personal appearance, especially for job interviews. Seventy-eight percent felt that these expectations were definitely met, while 22% felt that they were somewhat met. The majority of people felt that the length of time, topics covered, and physical surroundings were just right. Replies to the questions concerning the most valuable and least valuable activities varied greatly, and seemed to depend on what each individual was particularly interested in learning about. Comments indicated that more time should be allotted for the workshop, allowing for more breaks between speakers.

C. During support group sessions and in individual counseling sessions, life management skills that were discussed were usually directly related to the person's particular situation. Evaluations of effectiveness of counseling were done on an individual basis as the client presented evi-

dence to the staff of solving or making progress toward solving the problem. A good example of this is the childcare issue which many clients brought up. After staff discussed the various options available with the client and the needs of the client, it was then up to the client to begin to formulate a plan to take care of this need.

Objective 5. - Displaced homemakers will develop skills for coping with the emotional problems they are facing and will demonstrate an increase in self-confidence.

A. At intake, a needs profile was filled out by each client. This then became part of the individual's permanent file. In addition, questions were asked regarding "confidence" at the initial intake and then again on a final evaluation form when client was leaving the program. This was done to provide some comparison of the level of confidence of the client when entering the program and leaving it. A comparison of "before and after" responses is given below. It is important to note that it was often difficult to get final evaluation forms from clients who moved or dropped out of the project since it was difficult to locate them. Since the project will continue, those clients presently enrolled have not, of course, been asked to complete the final evaluation.

Responses to Questions Indicating Level of Confidence

	Do Not Agree	Not Sure	Agree	Agree Strongly
At Intake	2%	32%	48%	18%
I feel that I can take care of my problems				
At Termination	0%	23%	53%	24%
At Intake	3%	25%	39%	33%
I feel that I can find and keep a job if I want to				
At Termination	0%	29%	29%	42%

An additional question was asked at termination. This was: "One of the goals of the project has been to help you gain confidence in your own abilities. Do you think that for you this goal has been reached?"

Definitely Yes	67%
Somewhat Yes	33%
Somewhat No	0%
Definitely No	0%

B. During counseling sessions, clients were asked to report on progress toward coping with their own problems. When a client was seeing a counselor from a different agency, he/she was asked periodically how this was working out. Scheduling regular hours in Owen and Lawrence counties

has proven to be an effective way of serving a greater number of rural displaced homemakers. During the first year of the project, 37 enrolled participants resided outside of Monroe County. This year the number has increased to 57 participants.

C. Twenty-eight clients participated in the support groups. Each person was asked to complete a written evaluation form. A summary of that follows:

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT

SUPPORT GROUP EVALUATION

1. I felt that I received encouragement from the group.

75% agree strongly
17% agree
8% undecided
 disagree
 disagree strongly

2. I was able to establish a trusting relationship with members of the group.

66% agree strongly
17% agree
17% undecided
 disagree
 disagree strongly

3. I felt that I had become a valued member of the group.

33% agree strongly
42% agree
25% undecided
 disagree
 disagree strongly

4. Overall, the support group met my expectations.

59% agree strongly
25% agree
8% undecided
8% disagree
 disagree strongly

5. Do you have any suggestions to improve future groups such as this?

Objective 6. - All displaced homemakers who contact the project will receive appropriate information and referral; accurate information will be available to displaced homemakers in the three county area.

A. When a request was made for information, this was noted on the client file, and project staff assessed whether the information available at the center was sufficient or whether further resources were needed.

B. Publicity efforts on behalf of the project were recorded and files maintained at the center office. All participants were asked at the time of intake how they had learned about the Displaced Homemakers Project. Below is an outline of responses which staff analyzed to examine which methods of publicity seem to be more effective.

Source From Which Client Found Out About Displaced Homemakers

	<u>#</u>	<u>%</u>
Social Service Agency	58	30.5
Word of Mouth	55	29.0
Newspaper	50	26.3
Radio	8	4.2
Brochure or Poster	7	3.7
Television	3	1.6
No Response	9	4.7
		<u>100.0%</u>

C. Service directories were distributed in all three counties. All project participants received one, based on county of residence. The directory for Monroe County was updated and each of the 69 agencies/programs described in the booklet was sent a copy. Several agencies requested multiple copies and this was recorded in the project's files. A total of 285 service directories were distributed.

D. At each of the four job-seeking workshops in Lawrence and Owen counties, participants were asked to complete an evaluation form. Through summarizing the results, it was found that the participants felt that the sessions were valuable and contained useful information. In fact, at two of the workshops, the participants requested that the project hold a second follow-up session, and this was done. Twenty people attended the two workshops in Lawrence County, and 18 completed the evaluation form. Sixteen people (88.8%) felt that their expectations had been met, 1 person (5.6%) did not respond, and 1 person (5.6%) felt that their expectations had not been met. The majority of the people (72.2%) had heard about the workshop through the newspaper. Ratings of the topics covered and the length of time were all in the "just right" or "O.K." categories, and three people mentioned that the physical surroundings needed improvement. Resume writing and information about job interviewing were seen as the most valuable activities. Only two people listed an activity under "least valuable," and in both cases it was "telephone contacts".

Twelve people attended the two Owen County workshops. All ten people (100%) who completed the evaluation form stated that their expectations were met. All rated the length of time, topics covered, and physical surroundings as being "just right" or "O.K.". There was a wide variety of answers to the question regarding which activity was most valuable.

This appeared to depend on the specific topic each individual was interested in. Forty percent of the participants learned about the workshop through the newspaper, while another 40% were referred from social service programs within the county.

In summary, participants in all workshops felt that the information presented was both valuable and relevant and enjoyed the manner in which the workshops were organized. It was apparent, however, that the majority of people wanted more time to go through the material, and preferred the option of offering a second meeting rather than increasing the length of the workshop.

Objective 7. - Professionals in Monroe, Owen, and Lawrence counties will receive information which promotes sensitivity to and understanding of the problems specific to displaced homemakers to insure appropriate and responsive service provision.

A. The booklet "Serving Displaced Homemakers: A Community Based Approach," was distributed upon request. Twenty requests were made for the booklet from adult educators, personnel of other displaced homemaker projects, and individuals interested in this subject.

B. The group of employment services providers (Employment Coordinating Council) met three times during the year. Representatives from 20 agencies in Monroe County attended these meetings. The need for such a group is evident from the fact that people attending unanimously requested that the group continue to meet periodically. Of the three committees formed, two continue to meet. The group involved with setting up a "Jobs Club" accessible to all unemployed community residents, developed a proposal and received funding for a nine month project. Members of the committee serve as Advisory Board members, and the program is housed at the local library. Community reaction has been very positive, and this program is meeting an identified need. The second committee organized a support group for employment/training services providers. This group has met monthly for five months and plans to continue indefinitely. Personnel from 11 agencies attend the meeting regularly and through written evaluations have indicated that they find the meetings very useful and informative. The purpose of the third group was to provide input to the local Private Industry Council when it was developing a plan for the area. This was done in written form, and members of this committee feel that this effort was successful, as many suggestions that the committee made appeared in the plan.

Objective 8. - An ongoing communication and referral network among professionals in each of the counties served will be developed to insure appropriate referrals, adequate service provision, and development of new services when necessary to meet the needs of displaced homemakers.

A. Membership of the advisory council met the criteria established in the original proposal. Meetings were rotated between Monroe and Lawrence counties. There were some problems in attendance for members when the meeting was held outside of their own counties. This was due to the greater time commitment and expense of travel. In spite of this, project staff felt that it was a good idea to rotate the meetings. Advisory council members were extremely helpful and devoted a great deal of time to the project. In addition to offering their expertise in planning, many of

the members presented workshops and spoke at classes for project participants, along with assisting individual clients when appropriate.

B. Records were kept of the meetings attended. The progress of the Brown County project will be monitored throughout the next year and further assistance will be given as necessary.

C. Project staff updated the Monroe County service directory. The accuracy of the information was verified by responses of agency representatives to a letter requesting verification of service information. Four hundred service directories were printed for Monroe County. Distribution of directories for all three counties went as follows:

Monroe County	156 copies
Owen County	67 copies
Lawrence County	62 copies

Since more copies of the Owen and Lawrence county directories were distributed than planned, additional copies were printed.

VI. CONCLUSIONS AND RECOMMENDATIONS

Objective 1 - Through the use of collected information, assessment tools, the career exploration course and employment counseling, project participants were able to begin to define employment career goals for themselves and develop plans for achieving these goals. In some cases, the participants needed additional information about particular careers and project staff assisted them in this endeavor. The career exploration course was particularly effective in leading participants to focus on their goals and the steps necessary to achieve this goal. More importantly, the course taught participants a decision making model which will give them the necessary skill to make decisions in the future should their goal change. In fact, project staff noted that in many cases, goals changed as participants gained confidence. Even entering an adult education class can be a big step for a person who is convinced he/she cannot learn. As confidence increased many of these barriers were overcome.

The curriculum for the career exploration course was distributed upon request, and this distribution will continue through the Human Resources Department. This course is now part of the Monroe County Community School Corporation Adult Education Division and can be used in future years with ABE and other adult students. The course can be put to immediate use in Adult Basic Education learning centers in Indiana and will be valuable for these centers because many ABE students are in transition and do not have access to career or vocational counseling. Several adult educators have contacted the project requesting additional copies of the unit and indicated that they have used it and found the unit extremely well done and written in an easy to use format.

Objective 2 - The Job Seeking and Job Retention Course was offered twice during the year, and proved to be one of the highest rated project activities. Participants saw this course as meeting an immediate need of providing skills to find employment. Displaced homemakers who completed this course were found to be much more confident and took initiative in contacting employers and engaging in follow-up strategies on their own. It was felt that one of the goals of the project should be to foster this type of learning so that participants did not become overly dependent on the Job Developer or any employment service or agency.

The Job Developer was extremely successful in making contacts with employers and making appropriate referrals of clients to fill vacancies. One-hundred and ninety-seven employers received information about displaced homemakers and were encouraged to use the project's job placement service.

The job placement rate of 73% was extremely encouraging. A person who is actively seeking employment and has access to the type of services offered by the project has a very good chance of becoming employed. The 92% retention rate (after three months) speaks highly of the participants in such a program. Displaced homemakers, as a group, tend to be extremely responsible and stable employees and, with encouragement and assistance in developing job retention skills, can make a successful transition into the paid workforce. Sixty-two percent of the job participants obtained salaries higher than minimum wage. This is an increase over last year's statistic of 47%. This can be attributed to the fact that the program and its goals have become known to a great number of employers who may be willing to hire

displaced homemakers at increased levels of responsibility.

Many of the support group discussions centered around employment issues. The encouragement of the group appears to be beneficial in preventing the depression and resulting lack of activity that is often associated with unemployment. The support group also played a role in job retention. Many participants would discuss problems/concerns they had about their job and ask the group for input and suggestions as to how best to deal with these.

Objective 3 - All participants were encouraged to consider the possibility of entering training programs to improve their skills. Thirty-seven clients were enrolled in and/or completed some type of training/educational program in adult education or postsecondary institutions. Seventy-three clients either indicated through the intake form that they were in need of further education or were judged by the staff to need more training. Comparing this number of clients needing training to the number enrolling in a program, 51% of clients in need did begin in a program. This was slightly above the 50% projected and an increase over last year's "entered training rate" of 44.5%.

Many of the participants who desired to enter training programs were unable to because of financial constraints. There are very few resources available to displaced homemakers that allow a person funds for school-related expenses and funds for some living expenses. One participant was able to get a scholarship that was specifically for displaced homemakers, allowing her to continue her education. There is a great need for more of these opportunities. Along with financial difficulties, many participants felt that they were not ready to begin educational programs until their emotional life stabilized. Going through such tremendous life changes makes it difficult to begin something new, and returning to school is often seen as a frightening situation.

Questionnaires that participants filled out regarding their training programs showed that the majority were pleased with their programs and with their own progress. Project staff also noticed, in individual counseling sessions, an increase in confidence of many of those participants.

Objective 4 - Through information gained from participants using various needs assessments, life management workshops were planned based on subjects that were most requested. Workshops on job seeking skills, assertive behavior, and stress management were most often requested. All of the workshops were very highly rated and proved to be an excellent way to present relevant information. Attendance at the workshops for the most part was good, although there was some drop-off between the number signing up and the number actually attending. Sending notices through the mail was effective in informing participants about activities, and staff made follow-up phone calls to individuals who could especially benefit from specific workshops.

Objective 5 - Project staff monitored individual progress in resolving emotional problems. Measures taken at intake and then again at termination seem to indicate that there was some progress made in terms of increased self-confidence. The margin of difference in these statistics does not, in the staff's opinion, reflect the true progress that was made. As mentioned in the evaluation section, it was exceedingly difficult to get participants to complete the evaluation forms when leaving the program. There was also

a tendency for people who were experiencing new difficulties to return their forms along with requests for further services. Clients were also asked on this evaluation form whether they had gained confidence in their own abilities from participating in the project, and 100% answered "definitely yes" or "somewhat yes".

Evaluation of the support groups indicated that they were worthwhile and should be continued. Ninety-two percent responded that they received encouragement from the group; eighty-three percent indicated that they were able to establish a trusting relationship with members of the group, and 75% agreed that they had become a valued member of the group. The only negative response was that 8% felt the group did not meet their expectations. This was not surprising: any activity involving group process relies heavily on the people involved and it is an unrealistic expectation that everyone's individual needs could be met.

As compared to the first year, the number of rural displaced homemakers enrolled in the project increased. This is attributed to the regular hours established for the Project Assistant in both Owen and Lawrence counties. Displaced homemakers seemed more comfortable having the option of just "stopping by" for information about the project rather than calling to make an appointment. This arrangement also allowed for more presence in the counties and this recognition encouraged local agencies to provide more referrals.

Objective 6 - In order to learn what methods of recruiting were most successful, all participants were asked how they learned about the project's services. Responses indicated that the largest number of participants learned of the project through referrals from other social service agencies. This means that activities with those agencies (service directories, letters, meetings with professionals) were effective in communicating to them information about our services and how to make referrals. The second most effective method of recruiting was by word of mouth. This is an increase from last year. Many displaced homemakers learned about our project from participants who had already used the services. This speaks very highly of how the clients view our program. The third highest method of recruitment was newspaper announcements of activities.

Objective 7 - The project continued to distribute the packet of materials entitled "Serving Displaced Homemakers: A Community-Based Approach." This packet provided a workshop model which could be duplicated. These materials are useful for programs beginning in other parts of the state.

The project sponsored and organized a meeting of employment services providers in Monroe County. This group adopted the name "Employment Coordinating Council" and has been extremely successful in promoting employment related activities. The three sub-committees formed have all achieved the goals set and have made an impact on Bloomington service providers (support group for professionals), the local Private Industry Council (suggestions were included in the local plan), and unemployed residents of Monroe County (Job Hunter's Service Center). Professionals involved plan to continue to meet and many have recognized the project as being the catalyst to foster renewed cooperation within the social service area.

Objective 8 - One of the strongest recommendations to be made is with regard to the value of establishing and utilizing an advisory council. The use of these volunteers increases the effectiveness of the program tremendously by broadening the expertise available to staff. The goal of establishing local leadership to meet the needs of displaced homemakers can also be met through a strong council. The project's advisory council not only provided advice, but also made referrals, provided direct service, and in general publicized the project. Having members from diverse parts of the community also allowed for shared views and interests among those various segments--the business community, the education system, and the social service community.

The Employment Coordinating Council, as described under Objective 7, was also extremely valuable in promoting needed networking within the social service community and allowing for a continual update when changes occurred in the service provided.

The technical assistance provided to the CAP office in Brown County led to the establishment of a new displaced homemakers project. This new program has been in operation for three months and is providing much needed service in a rural county not served by the Tri-County Project. Project staff will continue to cooperate with the Brown County Project during the coming year.

VII. FINANCIAL STATEMENT FOR FINAL REPORT ENDING November 30, 1983
(Date)

Project No. 26-83-2-FDH

ITEMS	Project Budget FY 19--83		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel	\$ 4,057.95	\$38,805.80	\$ 4,057.95	\$38,732.92	0	\$ 72.88
2. Contractual services	0	1,740.00	0	1,456.73	0	283.27
3. Employee benefits	0	4,042.28	0	3,875.62	0	166.66
4. Travel	0	1,485.24	0	1,145.43	0	339.81
5. Supplies and materials	0	985.00	0	1,402.04	0	-417.04
6. Communications (include phone call, printing)	1,507.50	2,071.68	1,507.50	2,546.02	0	-474.34
7. Properties (rentals or purchase of equipment)	515.00	540.00	515.00	540.00	0	0
8. Facilities	2,642.40	50.00	2,642.40	25.00	0	25.00
9. Product production and dissemination	0	280.00	0	275.62	0	4.38
10. Project Evaluation	0	0	0	0	0	0
B. INDIRECT EXPENDITURES	1,751.60	0	1,751.60	0	0	0
C. TOTAL EXPENDITURES	\$10,474.45	\$50,000.00	\$10,474.45	\$49,999.38		\$.62

Fiscal Agent/Director: Joan W. Young, Project Director

Institution/Agency Name: City of Bloomington, Human Resources Department

*Refund this amount to the State Board of Vocational and Technical Education

STATUS OF FUNDS STATEMENT

1. NAME OF GRANTEE <u>Tri-County Displaced Homemakers</u> <u>Project</u> <u>Human Resources Department</u>	2. ADDRESS (Include Zip Code) <u>P.O. Box 100, Municipal Building</u> <u>Bloomington, Indiana 47401</u> PHONE NUMBER: <u>(812) 339-2261, ext. 37</u>
3. GRANT PERIOD (Month, Day, Year) From: <u>November 11, 1982</u> To: <u>November 30, 1983</u>	4. GRANT NUMBER <u>26-83-2-FDH</u>

COMPUTATIONS OF SURPLUS (DEFICIT) CASH BALANCE:

5. TOTAL CASH RECEIVED PER CONTRACT		\$ <u>50,000.00</u>
6. TOTAL CASH EXPENDITURES PER CONTRACT	\$ <u>49,999.38</u>	
~~UNPAID CLAIMS~~	\$ _____	
8. LESS: REFUNDS FROM SUBCONTRACTORS OR VENDORS (INTEREST)	\$ (_____)	
9. TOTAL ACCRUED COSTS (Line 6 + 7 less line 8)		\$ <u>49,999.38</u>
10. TOTAL AMOUNT OF UNUSED FUNDS REMAINING WITH GRANTEE (Line 5 less line 9)		\$ <u>.62</u>

REMARKS:

The \$.62 balance will be deposited in the City of Bloomington's General Fund, as instructed.

CERTIFICATION

I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE AND BELIEF THIS REPORT IS TRUE IN ALL RESPECTS AND THAT ALL DISBURSEMENTS HAVE BEEN MADE FOR THE PURPOSE AND CONDITIONS OF THE CONTRACT.

SIGNATURE

TITLE

Project Director

37

VIII. ABSTRACT

A. The PROCESS/PRODUCTS to be adopted/adapted and delivered by this project are:

1. Development and distribution of service directories for displaced homemakers for Owen and Lawrence counties and the distribution of service directories for Monroe County.
2. Distribution statewide of Career Exploration Course curriculum suitable for displaced homemakers.
3. Delivery of career exploration course and job readiness course at least once for clients.
4. Distributing statewide, an in-service training packet for use with professionals.
5. Delivery of counseling, referral and other services for project clients.

B. The specific OBJECTIVES of the proposal are:

1. All displaced homemakers enrolled in the project will have developed a clearly defined employment goal and a plan outlining the steps necessary to achieve that goal.
2. All displaced homemakers enrolled in the project will have learned job seeking and job retention skills and will have identified potential employers in line with their employment goals.
3. Fifty per cent of displaced homemakers enrolled in the project in need of vocational training will enter an appropriate vocational training program.
4. Participants will demonstrate increased knowledge of life management skills and be able to utilize this knowledge in solving their own practical problems of everyday living.
5. Displaced homemakers will develop skills for coping with the emotional problems they are facing and will demonstrate an increase in self-confidence.
6. Displaced homemakers in the three county area will have on-going access to appropriate information and referral.
7. Professionals in the three county area will become sensitive to and understanding of displaced homemakers' problems, thus insuring appropriate and responsive service provision.

8. An ongoing communications and referral network among professionals in each of the counties will be developed to insure appropriate referrals, adequate service provision, and development of new services where necessary.

C. THE PROCEDURES for achieving these objectives are:

1. Assess job market, review and develop appropriate counseling techniques and vocational interest and aptitude assessment instruments, determine clients' needs for employment counseling through assessment interviews, develop and offer career exploration course, make appropriate referrals. Employment counseling provided to 106 clients; 33 clients completed Career Exploration Course.

2. Assess job readiness, develop and offer course in job seeking and job retention skills, provide individual counseling, contact local employers, establish support groups among participants. Twenty-three clients attended the job seeking classes. Ninety-one new employer contacts were made, and the job developer continued to work with the 106 employers contacted during the first project year. Ninety clients obtained employment. Thirteen on these found jobs on their own after participating in job readiness activities through the project. Seventy-seven clients of the 106 job seekers working with the job developer became employed, for a placement rate of 73%.

3. Research available vocational training and sources of financial aid. Refer displaced homemakers to appropriate training and provide on-going counseling assistance. Thirty-seven clients were enrolled in training/education programs.

4. Assess needs of displaced homemakers in the area of life management skills, present programs addressing identified needs, provide individual counseling and referral. Six workshops were presented for 69 participants.

5. Clarify displaced homemakers' individual needs for emotional support and other supportive services (transportation, child care, etc.) and develop strategies for coping with these needs through counseling, referrals, and ongoing support groups. Counseling was provided to all enrolled participants (190) at intake and thereafter as needed. Twenty-eight participants attended support groups.

6. Collect and make available information and resource material of interest or assistance to displaced homemakers, publicize services available through the project, disseminate service directories, conduct workshops for displaced homemakers. Four workshops were held (2 in Owen County, 2 in Lawrence County). Services of the project were publicized through media, posters, brochures.

7. Distribute in-service training packet, developed during first year, to professionals who work with displaced homemakers (upon request). Twenty were distributed.

8. Continue to utilize the Advisory Council of the project; update, print and distribute service directory for professionals and displaced homemakers in Monroe County; continue to distribute service directories for Lawrence and Owen counties; network with professionals. The Advisory Council consists of 13 members. Two-hundred and eighty-five service directories were given out. Project sponsored and organized 3 meetings of professionals in Monroe County.

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:

The curriculum developed by the MCCSC for the Career Exploration Course can be of immediate use to adult education programs, adult learning centers, and vocational programs throughout the state of Indiana. The unit will be particularly valuable to adult and vocational educators in adapting their courses to the needs of displaced homemakers and will also provide adult students in such programs an individualized career exploration curriculum. (1)

The Job Seeking and Job Retention course outline can be of use to the Monroe County Community School Corporation and can be used in future years as needed. (2)

There will be an increase in the number of trained/literate persons available for work in the labor force. There will be an increase in the number of displaced homemakers attending school and this will increase the diversity of school population. (3)

Support services offered by the project will increase the likelihood that displaced homemakers continuing their education will do so successfully. (4,5)

There will be a greater awareness on the part of displaced homemakers in the community of educational resources available to them. They will receive accurate information and appropriate referrals to training/education programs. Accurate referral information is particularly needed in rural communities where services are more likely decentralized. The package can be used in training groups of professionals. (6)

There will be greater increase in awareness in the community of the vocational education needs of displaced homemakers. School personnel involved with the project will become more sensitive to the needs of this population. (7,8)

The in-service training package will be an immediate resource guide to familiarize professionals with the needs of displaced homemakers; and with the tools and techniques useful for counseling them. (7)

IX. APPENDICES

APPENDIX A
PUBLICITY/RECRUITMENT

The Tri-County Displaced Homemakers Project
is administered by the
Human Resources Department
City of Bloomington
under a grant from the
Indiana Office of Occupational Development
and the
State Board of Vocational and Technical Education



For more information contact:

Tri-County Displaced Homemakers Project
Human Resources Department
Box 100, Municipal Building
Bloomington, IN 47402
Phone: 339-2261



ARE YOU A DISPLACED HOMEMAKER?

Divorced
Separated
Widowed

Do you need information,
skills, confidence to help
you get a good job?

WE CAN HELP



Are You A Displaced Homemaker?

Yes! If you have been a homemaker but have lost your major source of income because of divorce, separation or widowhood and must seek employment. Or,

If you are a single head of household and lack adequate job skills. Or,

If you are currently a homemaker and a part-time worker but seeking a full-time job. Or,

If you wish to seek employment in an occupation considered nontraditional for your sex.

The Tri-County Displaced Homemakers Project is here to help you the Lawrence, Owen or Monroe County homemaker. If you have been a homemaker and are now looking for a job or having trouble deciding what kinds of jobs you're qualified for, then call us at 339-2261.

We offer: *Free classes* on career exploration and job-seeking skills. You can learn how to write a resume, interview effectively and how to go about finding—and keep—a job.

Counseling to help you make this major change in your life. We have service directories for Lawrence, Owen and Monroe Counties which describe programs and services you may need or want to know about. We also sponsor support groups where you can meet and get to know other displaced homemakers.

Information on how to obtain financial aid, job training, job openings, child care and housing.

If we can be of help to you, even if you only have a question, stop by or call us. We are located in the Municipal Building on East Third between South Washington and South Lincoln Streets in Bloomington. If you live out of Bloomington, call and we can arrange to meet with you.



If you are a service provider:

We have found that displaced homemakers as a group have special needs and concerns. Our project can provide information about those needs and can assist you in designing programs for this population. We will sponsor a workshop in each of the counties we serve to help acquaint you with some of the needs of displaced homemakers and help you develop a plan of action to meet these needs. We can provide information about your program or agency to displaced homemakers.

a message to



- EMPLOYERS
- PERSONNEL
MANAGERS

The Tri-County Displaced Homemakers project was created to serve the needs of displaced homemakers in Monroe, Owen, and Lawrence counties.

■ WHAT IS A DISPLACED HOMEMAKER?

A displaced homemaker is a person who has been a homemaker but has lost her/his major source of income because of divorce, separation, disability or death of spouse. A displaced homemaker often faces financial difficulties and must seek employment.

■ OUR PROGRAM

We assist the displaced homemaker in moving into the work force. The project provides:

- vocational testing
- career/educational counseling
- job readiness classes
- job seeking assistance

The displaced homemaker learns a variety of job related skills through

HOME MANAGEMENT
COMMUNITY SERVICE
VOLUNTEER WORK

Skills such as: planning, organizing, budget control, public speaking, fund raising, teamwork, inventory control, coordinating, catering, child care, nutrition, planning recreation, food preparation.

■ WHAT CAN WE DO FOR YOU?

Displaced homemakers can be valuable employees. They have many talents and skills gained through their work in the home and through prior employment outside the home. They bring these skills to the job and are an excellent investment for any employer.

The Displaced Homemakers Project can:

- screen prospective employees
- provide you with referrals of
QUALIFIED APPLICANTS
- work with your personnel department
or management to provide any pre-
employment training needed
- assist you in meeting your affirmative
action goals

Call the Displaced Homemakers Project
at 339-2261, ext. 37.

Our Employment Coordinator will work
with you to meet your company's needs.

The Tri-County Displaced Homemakers Project is administered by the City of Bloomington Human Resources Department under a grant from the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

For further information contact:

Tri-County Displaced Homemakers Project
Human Resources Department
Box 100, Municipal Building
Bloomington, IN 47401

339-2261, x37

Agency helps homemakers find jobs

By Fran Jeffries
ids Staff Writer

When Wilma Hardy became a widow in 1980, after 34 years of marriage, she was left with little money and no credit rating of her own. Because of this, the 53-year-old Bloomington resident still uses her deceased husband's credit.

This is the plight of the displaced homemaker. Usually a widowed, divorced or separated woman

who depended on a husband for support, the displaced homemaker is faced with the unsettling experience of seeking employment. Some of these women have never had a job; others, like Hardy, have not worked since they married.

"It was 26 years and six children later before I began to work, even on a part-time basis," Hardy recalled.

But there is help for the

displaced homemaker. The Tri-County Displaced Homemaker's Project, located in Bloomington, serves the needs of women in Monroe, Owen and Lawrence counties.

Established in 1981, the project has served more than 300 women. They are not alone. The project estimates that 100,000 displaced homemakers currently live in Indiana. And the U.S. Department of Labor estimates that, in 1979,

the United States had more than 4 million displaced homemakers.

The tri-county project is funded by the Indiana Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

"We offer assistance in an ongoing type of relationship," said Joan Young, coordinator of the project. "We have support groups because the people are go-

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Homemakers

Continued from Page 6

ing through many changes in their lives when they come here."

Young and Helene Pizzini, the project's director, conduct seminars and workshops on such topics as resume writing, interviewing, dressing for success and coping in the job market. The project helps women turn homemaking skills into marketable job skills, and employs a job developer who contacts potential employers.

"I parlayed my skills as a homemaker and landed a job as a baker in a cookie factory," Hardy said.

She works part-time as a baker and part-time as a secretary at an area agency. Hardy is still seeking full-time employment with the help of the project, and she finds the classes teaching job-seeking skills to be the most helpful.

The job market has changed markedly since the days before her marriage, Hardy said. Then it was not difficult to find jobs, and the market was not so youth-oriented.

Hardy doesn't plan to remarry. "All my life, I've been someone's wife or mother. Now, I want to just enjoy my independence."

Through the counseling and support group, Hardy has learned that it takes perseverance to succeed in the job market. She said she becomes more confident with each application she fills out and each interview she goes through.

Hardy's advice to other women is to maintain their job skills. "If I had had a crystal ball and knew what was going to happen, I would have stayed in the job market, at least part-time."

DISPLACED HOMEMAKERS

WHO IS A DISPLACED HOMEMAKER?

The phrase was coined in 1975 to describe someone who has been primarily a homemaker, depended on someone else for support and has lost this support due to divorce, separation, disability, or death of spouse and must seek employment in order to support themselves and their families.

Because of the traditional roles played by men and women in our society, the displaced homemaker is almost always a woman.

Because she has worked in the home and been out of the job market, she lacks job skills and experience making entry into the labor force extremely difficult. Yet, she must find employment in order to survive.

HOW MANY DISPLACED HOMEMAKERS ARE THERE?

There are no truly accurate figures regarding the numbers of displaced homemakers in the country. The Census does not count displaced homemakers as a group. The most frequently quoted statistics come from a 1979 U.S. Department of Labor report which estimated that there were over 4 million displaced homemakers. Experts agree that this is a very conservative number. If we take this number and apply it proportionally to the population of Indiana, we can estimate that there are over 100,000 displaced homemakers in our state.

In order to examine more closely the plight of the displaced homemaker, it is useful to look at the following facts on divorced and widowed women:

- . Three out of four wives can expect to be widowed and women can expect at least 10 years of widowhood.
- . The average age of a widow is 52 and yet a widowed homemaker is eligible for 100% of her husband's social security benefits only if she is age 65 or over.
- . The average widow will have gone through everything left her within 18 months.
- . Current estimates are that one marriage in two will end in divorce.
- . Nationally, only 14% of divorced women are awarded alimony and less than half of them actually receive it regularly.
- . Custody of children is most frequently awarded to the woman; she becomes single parent with the additional responsibility and problems of having children that complicate her attempts to support herself and her family.
- . One of five families is maintained by a woman.
- . Seventy five percent of persons receiving public assistance and welfare payments are women.

WHAT DOES A DISPLACED HOMEMAKER NEED?

Displaced homemakers need assistance in identifying their skills and in finding employment. They may lack the self-confidence necessary to return to the job market or to return to school. In many cases, they need supportive services including counseling, child care, transportation, and legal advice. Yet less than 1% of displaced homemakers receive help from an organized program.

YOU CAN HELP

The Tri-County Displaced Homemakers Project provides many of the services needed by displaced homemakers in Monroe, Owen, and Lawrence counties. If you know someone who can benefit from our help, please refer them to the project. Call 339-2261, extension 37, to make an appointment.

APPENDIX B
PROJECT FORMS

PRE-APPLICATION FOR TRI-COUNTY DISPLACED HOMEMAKERS PROJECT

Please check the definition of displaced homemaker below that fits your own situation:

- 1) ☐ You had been a homemaker but now because of separation, divorce, or widowhood have lost your major source of income and must seek employment.
- 2) ☐ You are currently a homemaker and part-time worker but wish to secure a full-time job.
- 3) ☐ You wish to seek employment in an occupation considered non-traditional or atypical for your sex.
- 4) ☐ You are a single head of household and lack adequate job skills.

If you checked item number 4 above, and thus are a single head of household, please read the definition of single head of household below and check which circumstance applies to you:

Definition of Single Head of Household

If you are unmarried on the last day of the year, and pay more than one-half of the cost of keeping up the household (Principal one for whole year) for any of the following four:

- 1) ☐ Unmarried child - child has to live with you but doesn't have to be your dependent.
- 2) ☐ A married child who you claim as a dependent and who lives with you.
- 3) ☐ A mother or father whom you claim as a dependent but doesn't have to live with you.
- 4) ☐ Any other close relative who lives with you and you claim as a dependent.

I hereby verify the truthfulness of the above statements and understand that these answers will be relied upon to determine my eligibility for participation in this Federally Funded Program.

Signature

Date

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT
INFORMATION FORM

Name _____ Date _____

Address _____ County _____

Home Phone _____ Date of Birth _____

How did you hear about the Displaced Homemakers Project? _____

Have you lost the major source of income supporting you and your family? ____yes ____no

How long ago? _____

Please check reason:

____divorce ____separation ____death ____disability

____layoff ____other (please explain) _____

How many children do you have? _____ How many children are living with you? _____

Have you ever been employed outside the home?

Do you have a driver's license? ____yes ____no

____yes, I have worked full time before.

Transportation? ____yes ____no

____yes, I have worked part-time before.

Do you have a car? ____yes ____no

____no, I have not worked outside the home.

Are you presently employed? ____yes ____no

If you have been employed, please fill out the following starting with your present or most recent job, then going on to one or two previous jobs.

Employer _____ Dates of Employment _____ to _____

Job Duties _____

Employer _____ Dates of Employment _____ to _____

Job Duties _____

Employer _____ Dates of Employment _____ to _____

Job Duties _____

Circle highest grade completed. 1 2 3 4 5 6 7 8 9 10 11 12 12+

High School Graduate? ____yes ____no Date of Completion _____

GED ____yes ____no Date of Completion _____

College Graduate? ☐ yes ☐ no Trade or other special schools attended _____

_____ When did you last attend school? (year) _____

Check any of the following sources of income that you receive:

AFDC ☐ WIN ☐ CETA ☐ Child Support ☐ Alimony ☐ Social Security ☐

Food Stamps ☐ Other _____

Many programs in Bloomington place a limit on the amount of income a person can have in order to use their services. Because of this, we are asking for the following income information.

Please check the amount of income earned by yourself during the last 12 months (not including AFDC, Child Support, etc.):

☐ \$0 - \$3,000	☐ \$7,501 - \$9,000	☐ \$12,001 - \$15,000
☐ \$3,001 - \$5,000	☐ \$9,001 - \$10,000	☐ \$15,001 - \$20,000
☐ \$5,001 - \$7,500	☐ \$10,001 - \$12,000	☐ over \$20,000

Please check the amount of your total family income during the last 12 months (including your income, but not AFDC, Social Security, etc.):

☐ \$0 - \$3,000	☐ \$7,501 - \$9,000	☐ \$12,001 - \$15,000
☐ \$3,001 - \$5,000	☐ \$9,001 - \$10,000	☐ \$15,001 - \$20,000
☐ \$5,001 - \$7,500	☐ \$10,001 - \$12,000	☐ over \$20,000

Please check what your most important needs are at this time:

☐ childcare	☐ job training
☐ transportation	☐ skills assessment
☐ legal services (advice or information)	☐ planning a career
☐ financial help	☐ continued education
☐ health care	☐ budget, credit
☐ housing	☐ personal counseling
☐ job readiness training (training in resume preparation, job interviewing skills, job search, etc.)	☐ coping with stress
☐ job referral & placement	☐ assertiveness
	☐ support groups (meet with others in similar situations)
	☐ other

	Do Not Agree	Not Sure	Agree	Agree Strongly
I feel that I can take care of my problems				
I feel that I can find and keep a job if I want to				

Signature _____

Name _____ Counselor _____

Client Record of Services

Orientation/Intake:

Personal Counseling:

Life Skills-Workshops:

Referrals to Community Agencies:

Referrals to Vocational Training/Academic Programs:

Testing & Evaluation:

Peer Support Groups:

Career Exploration Course/Workshop:

Job Seeking & Job Retention Course/Workshop:

Employment Counseling/Date of Initial Referral:

Resume Writing:

Date of Termination from Program:

NAME _____

EMPLOYMENT GOAL

Objective:

Steps:

Date:

Name:

COUNSELOR SHEET

Method of Contact _____

Goal(s) for today:

Brief description of session (including discussion of problems, progress, changes in client counseling plan, etc.):

Date of next session:

Purpose:



city of bloomington

box 100, municipal building, bloomington, indiana 47402

TRI-COUNTY
DISPLACED HOMEMAKERS PROJECT

PERMISSION TO RELEASE INFORMATION

This form protects your right to privacy as a client of the Tri-County Displaced Homemakers Project, Human Resources Department, City of Bloomington. We will not release information about you without your signed consent.

I give my permission to _____, _____, of the Tri-
staff person job title
County Displaced Homemakers Project, to release the following information:

About: _____
client

For the purpose of:

To the following agencies and/or persons:

I understand that this consent is subject to revocation at any time by me in writing except to the extent that action has been taken in reliance thereon.

Director, Tri-County Displaced Home-
Makers Project

Client

Date

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT

Evaluation of Training/Educational Program

1. Name _____
2. Name of School _____
3. Program _____
4. Date Entered _____
5. How satisfied have you been with your program?

6. For Training/Vocational Program Students:

Indicate grade point average (if known) _____

For ABE Students:

Do you feel you are making satisfactory progress toward receiving your

GED? Yes _____ No _____

(If no, please explain)

7. Is there any way the project can assist you at this time?

TRI-COUNTY DISPLACE HOMEMAKERS PROJECT

SUPPORT GROUP EVALUATION

1. I felt that I received encouragement from the group.

_____ agree strongly
_____ agree
_____ undecided
_____ disagree
_____ disagree strongly

2. I was able to establish a trusting relationship with members of the group.

_____ agree strongly
_____ agree
_____ undecided
_____ disagree
_____ disagree strongly

3. I felt that I had become a valued member of the group.

_____ agree strongly
_____ agree
_____ undecided
_____ disagree
_____ disagree strongly

4. Overall, the support group met my expectations.

_____ agree strongly
_____ agree
_____ undecided
_____ disagree
_____ disagree strongly

5. Do you have any suggestions to improve future groups such as this?

Name _____

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT
EVALUATION

Could you please take a moment to answer the following questions. This will help us in evaluating the project and its effect on you.

1. Which project activity did you find most valuable? Why?
2. Do you have any suggestions about additional services or activities you would like to see offered?

3. Please check the appropriate box.

	Do not agree	Not sure	Agree	Agree strongly
I feel that I can take care of my problems				
I feel that I can find and keep a job if I want to				

4. One of the goals of the Tri-County Displaced Homemakers Project has been to help you gain confidence in your own abilities. Do you think that for you this goal has been reached?

Definitely yes _____

Somewhat yes _____

Somewhat no _____

Definitely no _____

5. Is there anything else the project can help you with at this time?

Name _____

JOB PLACEMENT

Date _____

Please answer the following questions as they relate to your job needs today. The focus is on your present, short-term job search. Your long-term goals and career objectives may be quite different. Since a person's circumstances can change overnight, it is possible that your answers to these questions could be different a week from now or even tomorrow.

Think about your present situation, and try to be as realistic as possible.

Availability

- | yes | no | |
|-------|-------|---|
| _____ | _____ | 1. Are you able to work nights? |
| _____ | _____ | 2. Are you able to work part-time? |
| _____ | _____ | 2. Are you available to work weekends? |
| _____ | _____ | 3. Could you take a part-time work at minimum wage? |
| _____ | _____ | 4. Can you work a flexible schedule? |
| _____ | _____ | 5. Can you work on-call? |
| _____ | _____ | 6. Are you on unemployment? If yes, when does it run out? _____ |
| _____ | _____ | 7. Do you prefer full-time to part-time? |
| _____ | _____ | 8. Could you accept temporary (for example, seasonal) employment? |
| _____ | _____ | 9. Do you have any physical problems that might affect the type of work you can do? If yes, please explain. _____ |
| _____ | _____ | 10. What hours would you prefer to work? _____ |

Location

- | | | |
|-------|-------|--|
| _____ | _____ | 1. If you live outside of Bloomington, are you able to come to Bloomington for part-time work at minimum wage? |
| _____ | _____ | 2. If you live outside of Bloomington, could you come to Bloomington for full-time work at minimum wage? |

Salary/Wages

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Can you take a job that does not offer benefits? |
| _____ | _____ | 2. Are you able to work for minimum wage? If no, what is the lowest wage you could accept? _____ |

Type of Work: If an employer called and offered you a job, which of the following would you be willing to accept at this time?

Would accept:

- _____ 1. Private house cleaning
- _____ 2. Custodial work (public buildings, for example)
- _____ 3. Hotel/Motel cleaning
- _____ 4. Entry-level factory
- _____ 5. Food service (restaurant)
- _____ 6. Food service (institution)
- _____ 7. Babysitting
- _____ 8. Private home health care
- _____ 9. Live-in companion
- _____ 10. General office work
- _____ 11. Secretarial work*
- _____ 12. Retail sales
- _____ 13. Telephone sales
- _____ 14. Door-to-door sales
- _____ 15. Commission sales
- _____ 16. Nurse's aide
- _____ 17. Handyman/woman jobs
- _____ 18. Sewing
- _____ 19. Cake decorating
- _____ 20. Other _____

*If you checked secretarial work, please indicate which of the following skills you have:

Typing Speed _____

Word Processing _____

Shorthand _____

Transcription (Dictaphone) Speed _____

THE JOB SEARCH

yes no

1. Have you registered with the Indiana State Employment Security office?

Date _____

2. Have you registered with the Indiana University personnel office?

Date (approximate) _____

3. Do you watch the classifieds ads in a newspaper regularly?

If yes, which newspaper? _____

approximate
date

4. Where have you put in job applications in the last six months?

approximate 5. Where have you had interviews in the last six months?
date

yes no

6. Do you have a car?

7. Do you have a telephone or a number where you can be reached?

8. How long have you been looking for employment? _____

JOB DEVELOPER'S CLIENT LOG

DATE	NAME	CAREER COURSE	TEDS JOBS COURSE/ WKSHP . .	EMP . . COUNSEL- ING	RESUME
67					68

Displaced Homemakers Project

PLACEMENT FOLLOW UP

Name _____ Date _____

Telephone Number _____

Employer _____

Original Position _____ Original Salary _____

Present Position _____ Present Salary _____

Did you receive adequate training?

Is your job what you expected it to be?

Are you having any problems with your job? If so, can we help?

How about your co-workers and your supervisor? Are they pleasant/nice/easy to work with?

Is there any way we can help you?

Explain Information File.

Reminder: NETWORK.....

Reporting Period _____ To _____

Job Referrals

Date

Client

Referred to

Reporting Period _____ To _____

Placement

Date

Client

Hired by

Reporting Period _____ To _____

Employer Contacts (Old)

Date	Employer	Notes

APPENDIX C
WORKSHOPS/CLASSES

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT ACTIVITIES - 1983

"New Beginnings" Party.....January 6
Career Exploration Course.....January 18 (8 wks)
Owen County Support Group.....Begin mid-January
"How to Find a Job" Workshop - Lawrence County.....February 10
"How to Find a Job" Workshop - Owen County.....March 3
Assertiveness Training Workshop.....March 12
Professional Workshop Meeting.....March 29
Job Seeking Classes.....March 22 - May 10
Legal Clinic - Divorce, Separation, Custody.....April 14
Professional/agency meetings.....April 26, May 24
"How to Find a Job" Workshop - Lawrence County.....May 25
Dantec Job-Seeking Skills Workshop.....June
"How to Find a Job" Workshop - Owen County.....June 15
Career Exploration Course.....June/July
Legal Clinic (Consumer Problems).....June
Loneliness Workshon.....late June
Stress Management Workshop (Bloomington).....September
Stress Management Workshop (Redford).....October
Appearance Workshop.....October
Job Seeking Course.....September/October

Advisory Council

Second Tuesday of every month - July/August - one meeting only

Tri-County

Displaced Homemakers Project

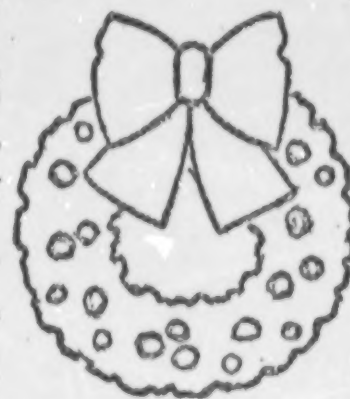
December 20, 1982

NEW YEAR...NEW STAFF

The good news: The Displaced Homemakers Project has received funding to continue for another year! We plan to offer many of the same services as in the past, along with some new activities. We are going to focus on two areas this year: working closely with people who want to enter school or job training to make this possible; and increasing the number of new contacts we make with employers.

We also have two new staff members on board. Many of you have met with Ann Armstrong, our Job Developer. She was hired for a very limited period last year, but due to our new grant, we are now able to hire her on a permanent basis. Ann works with employers in all three counties to find job openings and to let them know that you are looking for employment. She also has a great deal of information to share with you about the job hunt. Anyone who wants to meet with Ann should call the office and schedule an appointment. (Note: Since Ann has started to work with us, the number of people who have found employment has gone way up.)

Loretta Harden has joined the staff as secretary and works with all parts of the program. She is the one responsible for these beautiful resumes. If you want any information about our upcoming activities, or would like to offer suggestions, Loretta can help you out.



NEW BEGINNINGS - COME TO THE PARTY!

With all the pressures of the holiday season now in high gear, this can be a very stressful time in all our lives. The coming year offers a chance to look toward the future with hope and renewed energy. To emphasize this, the project is sponsoring an Open House with the theme "New Beginnings." This is a chance to see people you might have met at some of the project's activities and to make new friends. The party is planned for Thursday, January 6, from 6:00 P.M. until 9:00 P.M., and will be held at the Campbell House on E. Kirkwood (next to the First Christian Church, 205 E. Kirkwood Avenue).

A committee of participants in the program are organizing the party. If you would like to help in the planning, or perhaps like to bring your favorite snack or sweets to share with others, call Loretta here at our office to make plans. Come celebrate New Beginnings!

FINDING THE RIGHT JOB FOR YOU

Have you been out of the job market for awhile and are not sure what type of job you would enjoy or qualify for? Are you presently working in a job that you don't want to work at for the rest of your life? Do you need to find out what you do want to do? The Career Exploration Class can assist you in assessing your skills, interests, and abilities and in applying these to paid employment. This is also a chance to gather information about specific jobs and their requirements. The class will start on Tuesday, January 18, and will meet once a week for 8 weeks. It will run from 6:30 P.M. until 9:00 P.M. and be held at Fairview Elementary School. Space is limited, so call RIGHT AWAY to enroll. And of course, there is no charge for the class. This would be a great way to start the new year - invest some time in yourself - you deserve it..

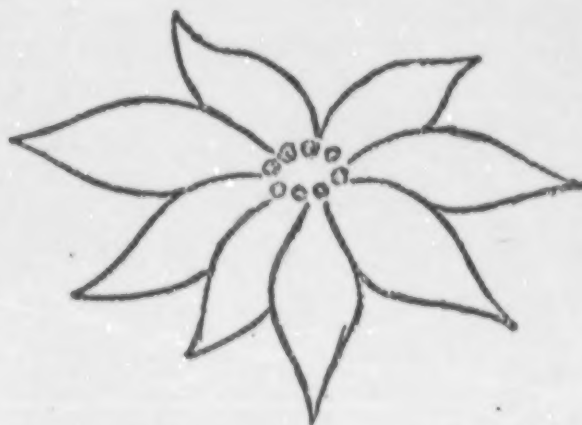


SUPPORT GROUPS

Just a reminder that we still have two ongoing groups here in Monroe County. These groups offer a chance for people to share ideas, information and problems with others who are going through similar life changes. The groups are very informal - you can sit and listen or actively participate. The afternoon group meets every Tuesday from 3:00 - 4:00 P.M., and the evening group meets on the first and third Thursday of every month from 6:30 - 8:00 P.M. We are also organizing a group in Owen County that should start in January. Anyone is welcome to come to these groups. It is a great way to meet people and develop friendships. Call us if you would like more information.

HATS OFF TO YOU!

We are proud to announce that during the past year, 69 participants in the project have become gainfully employed. In addition, 33 people have returned to school for education or job training. Congratulations!



SEASON GREETINGS!

All of us here at the Displaced Homemakers Project office wish you a happy holiday. We are looking forward to 1983 and the exciting events we have planned.

I have already made my New Year's Resolution and I think it would be an excellent idea for each of you to begin your resolutions with the following:

THIS YEAR I'M GOING TO BE GOOD TO MYSELF...

THIS YEAR I'M GOING TO LIKE MYSELF...

With resolutions like that, we can't help but succeed!

/s/ [signature]

BEST COPY AVAILABLE

LEARN HOW TO FIND THE RIGHT JOB FOR YOU



ARE YOU A DISPLACED HOMEMAKER WHO DOES NOT KNOW WHAT YOU WANT OR CAN DO
TO EARN A LIVING?

WOULD YOU LIKE TO FIND OUT MORE ABOUT DIFFERENT OCCUPATIONS?

IF YOU ANSWERED YES TO ONE OR BOTH QUESTIONS, THE
DISPLACED HOMEMAKERS PROJECT CAN HELP!

THE TRI-COUNTY DISPLACED HOMEMAKERS PROJECT IS SPONSORING A FREE SERIES
OF CAREER EXPLORATION CLASSES. THESE CLASSES WILL HELP YOU

- EXPLORE CAREER OPTIONS
- MATCH YOUR INTERESTS AND SKILLS
TO FIND THE RIGHT JOB FOR YOU

CLASSES MEET ON TUESDAY EVENINGS FROM 6:30 TO 9:00 BEGINNING ON JUNE 21ST
AND LASTING FOR 8 WEEKS. CLASS SIZE IS LIMITED SO CALL TODAY FOR MORE
INFORMATION OR TO ENROLL.

339-2261 x37

The project serves persons who have been primarily homemakers and have
lost their main source of income due to divorce, separation, disability
or death of spouse.

The Tri-County Displaced Homemakers Project serves Monroe, Owen, and Lawrence
counties and is administered by the Human Resources Department of the City
of Bloomington under a grant from the State Board of Vocational and
Technical Education and the Indiana Office of Occupational Development.

CAREER EXPLORATION CLASS EVALUATION

1. How satisfied were you with this class?

1
very
dissatisfied

2

3

4

5

6

7
very
satisfied

2. What was the high point of the class for you?

3. If you were satisfied with the class, what made it worthwhile for you?

4. What would you have liked more of?

5. What would you have liked less of?

6. Please rank the following class topics in the order of importance to you.
(1-most important, 2-next important, etc.)

— Who I am and where do I want
to go (early messages, identifying
values, etc.)

— Steps in making a good
decision

— Internal barriers and the
emotions (fear, guilt, anger)

— Gathering information on
specific careers

— Coping skills:
Money management,
Time management,
Assertiveness

— Goal-setting
process

— Standardized testing

7. Additional comments/suggestions/questions (feel free to use the back if you
run out of room)

BEST COPY AVAILABLE

HOW TO FIND A JOB

THE TRI-COUNTY DISPLACED HOMEMAKERS PROJECT IS SPONSORING A SERIES OF FREE CLASSES FOR DISPLACED HOMEMAKERS. THESE CLASSES WILL HELP YOU GAIN NEW JOB-SEEKING SKILLS AND WILL BE USEFUL TO THOSE SEEKING THEIR FIRST JOB OR THOSE WANTING TO UPGRADE THEIR SKILLS TO FIND A HIGHER PAYING JOB.

THESE CLASSES WILL TEACH YOU:

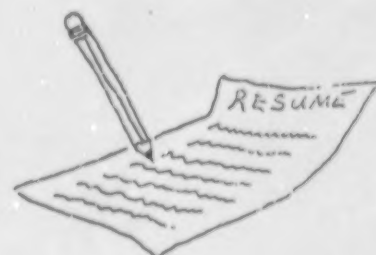
WHERE TO FIND A JOB — DISCOVER THE HIDDEN JOB MARKET

HOW TO MAKE PHONE CONTACTS AND SET UP JOB INTERVIEWS

HOW TO WRITE A RESUME

HOW TO INTERVIEW WELL

..... AND MORE



CLASSES WILL MEET ON TUESDAY EVENINGS FROM 6:30 TO 9:00 BEGINNING ON AUGUST 30 AND LASTING FOR 8 WEEKS. CLASS SIZE IS LIMITED SO CALL TODAY FOR MORE INFORMATION OR TO ENROLL.

DISPLACED HOMEMAKERS PROJECT

339-2261 ext.37

The Tri-County Displaced Homemakers Project serves Monroe, Owen, and Lawrence counties and is administered by the Human Resources Department of the City of Bloomington under a grant from the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

JOB READINESS CLASS EVALUATION

1. How satisfied were you with the class?

1	2	3	4	5	6	7
very dissatisfied						very satisfied

2. What was the high point of the class for you? _____

3. If you were satisfied with the class, what made it worthwhile for you?

6. What would you have liked more of? _____

5. What would you have liked less of? _____

6. Please rank the following class topics in the order of importance to you. (1 = most important, 2 = next important, etc.)

___ Employer expectations	___ Interviewing
___ Where and how to look for a job	___ Resume writing
___ Filling out applications	___ Cover and follow-up letters
___ Phone contacts	___ Job retention

7. Additional comments/suggestions/questions (feel free to use the back if you run out of room.)

BEST COPY AVAILABLE

HOW TO FIND A JOB WORKSHOP



THE TRI-COUNTY DISPLACED HOMEMAKERS PROJECT IS SPONSORING A FREE WORKSHOP FOR DISPLACED HOMEMAKERS. DISPLACED HOMEMAKERS ARE THOSE WHO HAVE PREVIOUSLY BEEN HOMEMAKERS BUT HAVE LOST THEIR MAIN SOURCE OF INCOME DUE TO DIVORCE, SEPARATION, DISABILITY OR DEATH OF SPOUSE. THIS WORKSHOP WILL HELP YOU GAIN NEW JOB-SEEKING SKILLS AND WILL BE USEFUL TO THOSE SEEKING THEIR FIRST JOB OR THOSE WANTING TO UPGRADE THEIR SKILLS TO FIND A HIGHER-PAYING JOB.

THIS WORKSHOP WILL TEACH YOU: WHERE TO FIND A JOB—DISCOVER THE HIDDEN JOB MARKET
HOW TO MAKE PHONE CONTACTS AND SET UP JOB INTERVIEWS
HOW TO WRITE A RESUME
EFFECTIVE FOLLOW-UP TECHNIQUES
AND MORE!

WHEN: June 15
Wednesday
9:00 a.m.-12:30 p.m.

WHERE: Spencer United
Presbyterian Church
154 N. Main St.

PLEASE CALL FOR RESERVATIONS OR FOR MORE INFORMATION

DISPLACED HOMEMAKERS PROJECT, MUNICIPAL BUILDING, BLOOMINGTON, IN

339-2261
x37

82
THE TRI-COUNTY DISPLACED HOMEMAKERS PROJECT IS ADMINISTERED BY THE HUMAN RESOURCES DEPARTMENT OF THE CITY OF BLOOMINGTON UNDER A GRANT FROM THE STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION AND THE INDIANA OFFICE OF OCCUPATIONAL DEVELOPMENT

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT

WORKSHOP

HOW TO FIND A JOB

9:00	Registration
9:10	Welcome and Introductions
9:30	Hidden Job Market - How to Find Job Leads.
10:00	Telephone Contacts
10:15	Break
10:30	Applications
11:00	Resumes
11:30	Employer Expectations
11:45	Interviewing
12:15	Services available in Owen County Description of Tri-County Project

Facilitators: Helene Pizzini, Director

Joan Young, Coordinator

Tri-County Displaced Homemakers Project

Assertiveness Training

March 12, 1983

9:00 Introductions

9:20 Communication Styles

Assertive, Aggressive, Non-Assertive (Passive)

9:40 Assertive Rights

10 basic assertive rights

When do we have trouble being assertive?

Why?

10:15 Break

10:30 Training in Assertive Behavior

1. Non-verbal

2. Verbal skills

Broken record technique - Practice

Fogging - Practice

3. Role play using all techniques

FINDING THE RIGHT JOB FOR YOU

Have you been out of the job market for awhile and are not sure what type of job you would enjoy or qualify for? Are you presently working in a job that you don't want to work at for the rest of your life? Do you need to find out what you do want to do?

The Career Exploration Class can assist you in assessing your skills, interests, and abilities and in applying these to paid employment. This is also a chance to gather information about specific jobs and their requirements. The class will start on Tuesday, June 21st and will meet once a week for 8 weeks. It will run from 6:30 P.M. until 9:00 P.M.

Space is limited, so call RIGHT AWAY to enroll... 

LONELINESS

All of us have felt lonely at different times. Join us in a discussion of loneliness - a real stress in our lives. How do we respond to loneliness? How do we cope? You don't have to be lonely, even if you're alone.

Jeanne Pritchard and Sara Huntington from the South Central Mental Health Center will lead this discussion on Thursday evening, June 16th from 6:30 to 8:30 P.M. here at the City Building in Bloomington.

Call us and let us know if you are planning to come since group size will be limited.

CONSUMER PROBLEMS?

Jamie Weinberg, attorney from the Legal Services Organization, will be presenting a program on consumer law. This will be held on Thursday, July 14, from 6:30 to 8:00 P.M. at the Council Chambers of the Municipal Building in Bloomington.

Some of the topics to be covered will include equal credit opportunity; debt collection; consumer credit reports; repossession of property; and uses and limitations of warranties.

Come prepared to ask questions of concern to you. Registration is necessary, so call and reserve a place for you.



ASSERTIVENESS TRAINING

by Maureen Kavanaugh

Last month I attended an assertiveness training workshop given by Helene Pizzini. I was there with 10 other women, all of whom were different in their backgrounds, ages, income levels, personalities. And yet, there was something very similar about us all. We were there because we felt we wanted to be more assertive. The class was stimulating for me and has gotten me off to a good start on the road to assertiveness.

In the class, we discussed and examined 3 types of behavior: passive, assertive, and aggressive. At the start of the class, we were asked to define in our own words "assertiveness". I know that when I spoke I was displaying passive behavior. I felt insecure and unsure of how to answer. My voice was quiet and quavering. If I had been assertive, I might have been able to say, "I am uncertain of a definition for the word assertive." I would have allowed myself to say, "I don't know", and I would have been comfortable doing this.

In the handouts from the class, assertive behavior is defined as "that type of interpersonal behavior in which a person stands up for his or her legitimate rights in such a way that the rights of others are not violated. It is an honest, direct and appropriate type of behavior conveying respect for the other person, although not necessarily for that person's ideas or behaviors." As soon as you become more conscious of your behavior and other's behavior, this definition will begin to make sense.

An example of passive behavior would be a situation at work where your boss confronts you with a possible problem and assumes you are at fault. To just listen and agree without defending yourself is passive. You don't want to start an argument but you should feel you have a right to take a stand and explain the situation as you see it. In the past week, I found myself in this situation.

Also in the past week, I found myself in a large crowd and I was able to stand up and say something about how I felt. In this same group, we were asked to pick a partner and take turns at giving our feelings about a movie we had just seen. I picked an unfamiliar gentleman and was able to express myself. My feelings about myself have improved. I feel better in my relationships with others, my motherhood and my job seeking skills. Thank you Displaced Homemakers Project. Let's do it again.



ATTENTION: OWEN COUNTY RESIDENTS

A workshop designed to help participants improve their job seeking skills will be held in Spencer on Wednesday, June 15, from 9:00 A.M. until 12:30 P.M. It will be at the United Presbyterian Church, 156 N. Main Street.

The workshop will concentrate on how to improve one's chance of finding a job. We will discuss how to discover the hidden job market; how to set up and prepare for interviews; interviewing effectively; and how to write a resume.

This workshop will be helpful to anyone who is presently looking for a job or plans to begin the job search in the future. Plan to come and bring a friend.

Reservations are needed, so call us at 339-2261, x37 to sign us. See you there!

Our evening support group continues to meet on the first and third Thursdays of each month here at the City Building. Come and join us...

We are also forming a group that will meet during the day. If you would like to meet with other women to discuss concerns, solutions, problems and progress -- let us know. Several of you have expressed an interest in this already.

Give us a call.



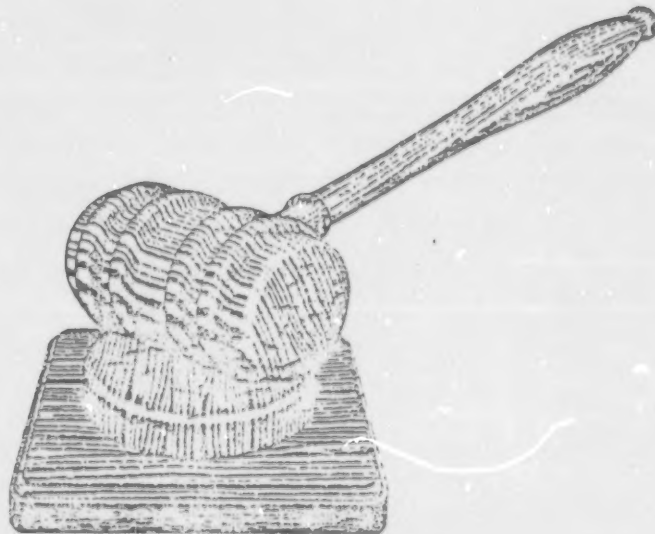
339 - 2261
x37

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LEGAL QUESTIONS.

Here is your opportunity to have your legal questions answered regarding separation, divorce, child custody, support or other family matters.

Jamie Weinberg, an attorney from the Legal Services Organization will discuss topics relating to family law and answer questions.



When : THURSDAY, APRIL 14
6:30 P.M. to 8:00 P.M.

YOU MUST REGISTER TO ATTEND

CALL NOW
339-2261 , x 37

Sponsored by the Tri-County Displaced Homemakers Project
Human Resources Department
Municipal Building
Bloomington, Indiana 47401

???

LEGAL QUESTIONS

CONSUMER PROBLEMS ??

Here is your opportunity to have your legal questions answered regarding equal credit opportunity; debt collection; credit reports; repossession of property; uses and limitations of warranties.

Jamie Weinberg, an attorney from the Legal Services Organization will discuss topics relating to consumer law and answer questions.



When : THURSDAY, JULY 14
6:30 P.M. to 8:00 P.M.

YOU MUST REGISTER TO ATTEND

CALL NOW
339-2261, x37

Sponsored by the Tri-County Displaced Homemakers Project
Human Resources Department
Municipal Building
Bloomington, Indiana 47401

Employment Skills

Workshop

for Dantec Employees



LEARN:

- ★ How to find job leads
- ★ How to write resumes and interview effectively
- ★ Which jobs will be needed in the future
- ★ How to apply for unemployment compensation and other special benefits

WHEN: Thursday, June 30 6:00-9:30 PM
Municipal Building - Council Chambers
220 East Third Street

REGISTER for this free workshop by contacting
Beverly Johnson

Workshop is co-sponsored by DANTEC and the CITY OF BLOOMINGTON
HUMAN RESOURCES DEPARTMENT

« STRESS »

ARE YOU FEELING TENSE?

WORRIED OR IRRITABLE?

NOT SLEEPING WELL?

STOMACH IN KNOTS?

NOT COPING VERY WELL?

IF YOU ANSWERED YES TO ANY OF THESE QUESTIONS, YOU MAY BE SUFFERING FROM TOO MUCH STRESS. STRESS IS PART OF EVERYONE'S LIFE, BUT SOMETIMES IT IS HARD TO COPE WITH. THAT'S WHY DISPLACED HOMEMAKERS IS SPONSORING A FREE WORKSHOP FOR YOU.

JOIN US FOR A STRESS MANAGEMENT WORKSHOP, PRESENTED BY ALICE FLEMING,

THURSDAY, OCTOBER 27, FROM 9:00 A.M. UNTIL 12:00 NOON

AT THE

DUNN MEMORIAL HOSPITAL HEALTH CENTER, ROOM 1

CORNER OF WASHINGTON AND 23RD

BEDFORD, INDIANA

YOU WILL LEARN ABOUT STRESS, HOW IT EFFECTS YOU, AND HOW YOU CAN DEAL WITH IT.

FOR MORE INFORMATION AND TO MAKE RESERVATIONS, CALL THE TRI-COUNTY DISPLACED HOMEMAKERS PROJECT IN BLOOMINGTON AT 339-2261 EXTENSION 37.

The Tri-County Displaced Homemakers Project is part of the Human Resources Department, City of Bloomington. Displaced Homemakers serves Lawrence, Monroe and Owen counties and is funded by a grant from the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

Tri-County

Displaced Homemakers Project

SEPTEMBER, 1983

STRESS MANAGEMENT WORKSHOP

Have you been feeling harried, tense, worried or not sleeping well? If so, you may be suffering from too much stress. Stress is a part of everyone's life, but sometimes coping with it becomes a burden. How to manage stress in your life will be the focus of a workshop to be presented by Jackie Ehman, Program Coordinator at I.U. Continuing Education Division. Information to be covered includes the different kinds of stress, its effects, and techniques which can be used to deal with this stress.

The workshop will be presented on Thursday evening, September 29, at the Campbell House of the First Christian Church, 205 E. Kirkwood, here in Bloomington. It will begin at 6:30 PM and last until 9:00 PM.

This is an excellent opportunity to gain new information and ideas to help you on a day-to-day basis. For more information or to sign up, call the Project office.

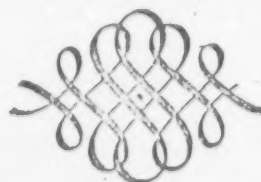
ATTENTION LAWRENCE COUNTY RESIDENTS: The Stress Management Workshop will be offered in Bedford during the last of October. We will notify you of the specific date by mail at a later time.

CHANGES.....

As many of you know, recently there have been several changes within the Project. First of all, Helene has been promoted! She is now Director of the Human Resources Department here at the City. We are all very happy for her, but will miss her very much. She created, planned, and operated the Project from the start and is responsible for it being so effective in the services offered. In her new role, Helene will be overseeing the Project, so she will still be working with us. Congratulations Helene! We think you are wonderful!

I have been chosen to fill the vacancy and am now Director of the Project. I am excited and looking forward to continue working with you along with the challenge of new responsibilities within this position. We will be hiring someone to fill my vacated position during the next several weeks. I will keep you posted on future changes....

Joani



DISCOVER A NEW YOU!

In the mood to try something new in the way you look? Here's a chance to get information and ideas. We have invited experts in various fields to present a workshop on appearance and dressing for the job.

During the half-day workshop, a specialist from Merle Norman Cosmetics will offer make-up tips; hair stylists from Frazier Hair Concepts will present demonstrations and offer ideas on hair-care; a division manager from Sears will provide suggestions on how to build and add to a wardrobe on a budget; and representatives from personnel departments will discuss how to visually project the right image at job interviews.

The workshop will be held on Friday morning, October 14, from 9:00 AM until 12:30 PM at 1514 East Third Street. Please call the project for more information or to sign up.

This should be lots of fun as well as providing an opportunity to ask experts questions about your special concerns. See you there!!



JOB SEEKERS SUPPORT GROUP

Beginning on Tuesday, October 25 at 7:00 P.M., there will be a Job Seekers Support Group for people currently seeking employment, either to change jobs or to find a new one. The group will provide time for people to discuss their triumphs and problems as they look for work in Bloomington and the surrounding area. This can also be a place where participants practice needed job search skills such as interviewing, researching employers, etc., at group members request. This can be your chance to network with other women and stay motivated through an often difficult task - finding the job you want. The group will meet on the first and third Tuesdays of every month from 7:00 P.M. until 8:00 or 8:30 P.M. Jean Person, Career Counselor at the I.U. Career and Placement Supportive Services, will lead the group.

The first meeting on October 25 will be held here at the City Building in the Council Chambers. For more information or to enroll, call the Project Office.



FROM THE JOB DEVELOPER.....

Looking for a job? Yech! Hard work! Physically and mentally exhausting! Discouraging! Depressing!

Found a job? Yippee! Congratulations! Where? When do you start? Full time? Let's celebrate!

Between the yech and the yippee is some of the hardest, most difficult work you will ever have to do. Looking for a job is not fun. Looking for employment is a whole series of rejections: "No, we have no openings now. No, we are not accepting applications. No, you don't have the qualifications or experience or background we need. No, the position has already been filled. And only finally, sometimes after months and months of looking, do you hear a "Yes, I am calling to offer you a job."

But people do get jobs every day. People are working. Look around you. And you can be and will be one of those people. Log your progress. Set short-term goals for yourself. "This week I'm going to put in three new applications and check back at two places I have already been." Keep going back to the places you most want to work. Make yourself a known commodity. Don't forget to write a thank you after an interview. Keep calling us and coming to us when you need more ideas, encouragement, and support. We know you will make a good employee. It is just a matter of finding the right place at the right time. It will happen.

Since the beginning of August, twenty-one people enrolled in the project have found jobs. Congratulations to you! Jobs for those of you who are still looking or newly looking will be found. Yippee is around the corner for everyone, and you will get there.

CALENDAR OF COMING EVENTS:

Stress Management Workshop.....September 29

Discover a New You Workshop.....October 14

Job Seekers Support Group.....October 25

Stress Management Workshop.....Late October
in Bedford

Bloomington Support Group.....Ongoing
1st and 3rd Thursdays of every month.

CALL **339-2261 x37** to sign up for any
of the above activities.



Discover A New You!

BEST COPY AVAILABLE

Appearance Workshop

GET TIPS FROM PROFESSIONALS ON HOW TO LOOK
AND DRESS - WHETHER YOU'RE GOING FOR A JOB
INTERVIEW OR JUST WANT TO FEEL GOOD ABOUT
YOURSELF EVERY DAY. AND IT'S FREE!!!

FRIDAY, OCTOBER 14TH
9:00 AM - 12:30 PM
1514 E. 3RD. ST., BLOOMINGTON



RESERVATIONS REQUIRED
FOR MORE INFORMATION
CALL

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT
339-2261 EXT. 37

HERE'S WHAT'S HAPPENING:

HOW TO MAKE A FACE:

Make-up tips from Shelley Ratts, Beauty Advisor, Merle Norman Cosmetics.

DRESS FOR SUCCESS:

Get the most for your money! Lou Moir, I.U. Home Economics Instructor, will offer tips on how to put together a wardrobe on a budget.

THE RIGHT HAIR STYLE FOR YOU:

Diana Houston and Sue Frazier, Frazier's Hair Concepts, will discuss and demonstrate hair care and styling.

MAKE THE RIGHT FIRST IMPRESSION:

Susan Puckett, Personnel Assistant, South Central Community Mental Health Center, and Jackie Wikle, Personnel Advisor, Cook, Inc., will discuss how to project the right image at that important job interview.

This workshop is sponsored by the Tri-County Displaced Homemakers Project, part of the Human Resources Department, City of Bloomington, under a grant from the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

DISCOVER A NEW YOU!
TRI-COUNTY DISPLACED HOMEMAKERS PROJECT
APPEARANCE WORKSHOP
OCTOBER 14, 1983

- 9:00 Welcome
- 9:10 Make-up Tips and Demonstration - Shelley Ratts, Beauty Advisor, Merle Norman Cosmetics, College Mall.
- 10:00 Putting Together a Wardrobe on a Budget - Lou Moir, I.U. Home Economics Instructor.
- 10:35 Break
- 10:45 Hair Care and Styling - Sue Frazier and Diana Houston, Frazier's Hair Concepts
- 11:45 Projecting the Right Image at Job Interviews - Suzan Puckett, Personnel Assistant, South Central Community Mental Health Center, and Jackie Wikle, Personnel Advisor, Cook, Inc.

TRI-COUNTY DISPLACED HOMEMAKERS PROJECT

WORKSHOP EVALUATION

1. How did you hear about this workshop? _____

2. What did you expect from this workshop? _____

3. Were your expectations met? _____

4. Please rate today's activities as to the following:

	Just Right	OK	Needs Improvement	Awful
A. Length of Time				
B. Topics Covered				
C. Physical Surroundings				

5. What activity was most valuable to you? _____

6. Least valuable? _____

7. How would you improve on today's workshop? _____

8. What workshops would you like to have offered in the future?

- | | |
|--|--|
| a) ☐ Stress Management | h) ☐ Single Parenting |
| b) ☐ Assertiveness | i) ☐ Job Search Skills |
| c) ☐ Non-Traditional Jobs | j) ☐ Financial Management |
| d) ☐ Time Management | k) ☐ Simple Auto Repairs |
| e) ☐ Dealing with Loss | l) ☐ Simple Home Repairs |
| f) ☐ Grooming & Appearance | |
| g) ☐ Other (Please specify) _____ | |

9. Comments: _____



Human Resources Department

city of bloomington

box 100, municipal building, bloomington, indiana 47401

March 11, 1983

I would like to invite you to a meeting designed to share information about programs in Monroe, Owen, and Lawrence counties that provide employment or career counseling or placement services. The meeting is being sponsored by the Tri-County Displaced Homemakers Project, Human Resources Department, and will be held on Tuesday, March 29th from 12:00 Noon to 2:00 P.M. at the City of Bloomington, Municipal Building Council Chambers (220 East 3rd Street).

During the past year, we have found that many agencies/programs have had to change the nature of the services that they offer. The purpose of this meeting will be to share information about existing services and the nature and scope of employment-related programs in the community. This will facilitate making appropriate referrals and will aid in planning.

The format of the meeting will be an informal discussion with a representative from each agency/program asked to provide a brief description of the services they offer. After this information sharing, there will be an open discussion.

I sincerely hope that you and any other interested staff at your agency will be able to attend. If you have any questions, please call me at 339-2261, extension 37.

Sincerely,

Helene Pizzini, Director
Tri-County Displaced Homemakers Project

HP:jwy

APPENDIX D
PROJECT PRODUCTS
(Under Separate Cover)

Directory of Services for
Displaced Homemakers:
Monroe County

The following products were developed during the first year of the Project and are available upon request:

1. Directory of Services for Displaced Homemakers:
Lawrence County
2. Directory of Services for Displaced Homemakers:
Owen County
3. Career Exploration for Adults
4. Serving Displaced Homemakers: A Community
Based Approach